VII 55

REPORT

OF THE

GENERAL COMMITTEE

OF

PUBLIC INSTRUCTION

OF THE

PRESIDENCY OF FORT WILLIAM

IN BENGAL,

FOR THE YEAR 1838-39.

CALCUTTA:

G. H. HUTTMANN, MILITARY ORPHAN PRESS.

1840.

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ABSTRACT.

Introduction.—List of Schools under the Committee—Masters—Pay of Scholars—System pursued—Scholarships—Certificates of Merit—Adam's Reports on Education—His plan of Village Schools—Proposed trial—Result of the Committee's experience of the working of Village Schools and of their own plan—Finance—Local Committees—General result and division of the Schools.—page 25

DIVISION I.

SOUTH EASTERN PROVINCES.

BENGAL, ORISSA AND EASTERN PROVINCES.

SECTION I.

BENGAL.

DISTRICTS.			*Page*
24 Purgunnas,...	Calcutta.	Hindoo College, ...	26
		Sanscrit ditto, ...	34
		Madrassa, ...	37
		Medical College, ...	42
Hooghly,.....		College of Mohammad Mohsin,	49
		Hooghly Branch School, ...	56
		Sectapore Branch School, ...	61
Jessore, ...		Jessore School,.....	62
Dacca,.....		Dacca School, ...	62
Tipperah, ...		Coomillah ditto, ...	64
Chittagong,.....		Chittagong ditto, ...	65
Rajshahi, ...		Bauleah ditto, ...	66
Dehajpore, ...		Denajpore ditto, ...	67

SECTION II.

Orissa.

Districts.		Page
Cuttack, ...	Pooree School,..... ..	68
Midnapore, ...	Midnapore, ...	69

SECTION III.

EASTERN PROVINCES.

Assam,.....	Gowahattee School,.....	71
Arracan, ...	Akeyab, ...	77
	Ramree, ...	78
Tenasserim Provinces, ...	Moulmein, ...	79

DIVISION II.

Behar.

Patna, ...	Patna School, ...	80
Bhaugulpore, ...	Bhaugulpore Hill, ...	81
	Ditto Institution,.....	82
Shahabad, ...	Arrah, ...	83
Sarun, ...	Chaprah, ...	84

DIVISION III.

Allahabad Division.

Districts.		Page
Benares, ...	Benares College, and	85
	Seminary,.....	86
	Gazeepore, ...	88
Allahabad, ...	Allahabad, ...	89
Nerbuddah Territory,.....	Saugor,.....	91
	Jubbulpore, ...	93
	Hossingabad, ...	94
Azimghur, ...	Azimghur, ...	95
Gorruckpore, ...	Gorruckpore, ...	96

DIVISION IV.

NORTH WESTERN PROVINCES.

Districts.		Page
Agra, ...	Agra College, ...	98
Delhee, ...	Delhee College, and.....	100
	Institution, ...	101
Barreilly,.....	Barreilly, ...	102
Meerut, ...	Meerut,.....	103
Furrackabad, ...	Furrackabad,.....	104
Ajmeer, ...	Ajmeer, ...	105

APPENDIX.

CONTENTS.

No.	Discription.	Page.
1	Rules of the College of Mahammad Mohsin, ...	(1)
2	List of Schools to which we have refused support, ...	(17)
3	Forms of Returns of Schools, ...	(19)
4	Certificates of Merit, ...	(27)
5	List of printed Bengalee Books to the year 1839, ...	(31)
6	List of Bengalee School Books which are required, and are now in the course of publication, ...	(49)
7	Abstract Cash Account for the Year 1838-39, ...	(50)
8	Balance sheet for ditto, ...	(54)

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TO THE

RIGHT HONORABLE

GEORGE, EARL OF AUCKLAND, G. C. B.,

GOVERNOR GENERAL OF INDIA IN COUNCIL.

MY LORD,

IN presenting to your Lordship the Report of our Proceedings for the year 1838-39, we beg to state that our exertions, during the period under review, have been principally directed to following out the plans detailed in our former Reports, and to enlarging and improving those Institutions which we had already established.

2nd. The following is a list of Schools under our charge:

Names of Districts and Stations.			Seminaries.				Teachers.			Students.	
			Anglo-Vernacular.	Sanscrit.	Arabic.	Persian and Vernacular.	Professors and Masters.	Pandits.	Moulvies, &c.	English and Vernacular.	Oriental, Arabic and Sanscrit.
1st or South-Eastern Division.											
Bengal, Orissa and Eastern Provinces.											
SECTION I.											
Bengal.											
Zillahs.	Calcutta.	Hindoo College,	1	0	0	1	13	3	1	475	0
24-Pergunnas.		Sanscrit College,	0	1	0	0	0	9	0	0	129
		Madrassa, ...	1	0	1	1	3	1	7	75	173
		Medical College,	1	0	0	0	5	2	0	76	0
Hooghly, ...		College of Mahommed Mohsin, ...	1	0	1	1	21	9	17	657	258
		Hooghly Branch School, ...	1	0	0	1	5	2	2	299	65
		Infant School, ...	1	0	0	0	1	1	0	94	0
		Seetapore School,	1	0	0	0	1	0	0	50	0
Jessore, ...		Jessore School, ...	1	0	0	0	3	2	0	121	0
Dacca, ...		Dacca, ...	1	0	0	0	7	4	0	340	0
Tipperah, ...		Coomillah, ...	1	0	0	0	2	1	0	80	0
Chittagong, ...		Chittagong, ...	1	0	0	0	3	2	0	120	0
Rajshahi, ...		Baulcah, ...	1	0	0	0	4	2	0	171	0
Denajpore, ...		Denajpore, ...	1	0	0	0	1	2	0	50	0
SECTION II.											
Orissa.											
Cuttack, ...		Pooree School, ...	1	0	0	1	2	1	0	43	0
Midnapore, ...		Midnapore, ...	1	0	0	0	3	1	0	134	0
SECTION III.											
Eastern Provinces.											
Assam, ...		Gowahatty, ...	1	0	0	0	2	2	0	194	0
Aracan, ...		Akeyab, ...	1	0	0	0	1	0	0	74	0
		Ramree, ...	1	0	0	1	1	2	1	40	0
Tenasserim Provinces, ...		Moulmein, ...	1	0	0	0	3	0	0	53	0
			19	1	2	6	81	45	28	3,146	625

Names of Districts and Stations.		Seminaries.				Teachers.			Students.	
		Anglo Vernacular	Sanscrit.	Arabic	Persian and Vernacular.	Professors and Masters.	Pundits.	Moulavies, &c.	English and Vernacular	Oriental, Arabic and Sanscrit.
2d or Behar Division.										
Zillahs.										
Patna, ...	Patna School, ...	1	0	0	1	2	0	1	104	0
Bhaugulpore,	Bhaugulpore Hill,	1	0	0	1	1	0	2	104	0
	—— Institution,	1	0	0	0	1	0	0	42	0
Shahabad, ...	Arrah, ...	1	0	0	0	1	0	0	33	0
Saran, ...	Chaprah, ...	1	0	0	0	1	0	1	44	0
		5	0	0	2	6	0	4	327	0
3d or Allahabad Division.										
Benares, ...	Benares College and Seminary, ...	1	1	0	0	3	11	0	126	145
	Gazeepore, ...	1	0	0	0	1	0	0	103	0
Allahabad, ...	Allahabad, ...	1	0	0	1	2	0	2	97	0
Nerbudda Territory, ...	Saugor, ...	1	0	0	1	1	0	3	158	0
	Jubbulpore, ...	1	0	0	1	1	0	1	64	0
	Hossingabad, ...	1	0	0	0	1	0	0	9	0
Azimghur, ...	Azimghur, ...	1	0	0	0	2	0	0	70	0
Gorruckpore, ...	Gorruckpore, ...	1	0	0	0	1	0	0	54	0
		8	1	0	3	12	11	6	681	145
4th Delhee or North Western Division.										
Agra, ...	Agra, ...	1	1	1	1	5	1	6	108	16
Delhee, ...	Delhee, ...	1	1	1	1	6	1	8	123	100
Barrelly, ...	Barrelly, ...	1	0	0	0	1	0	0	61	0
Meerut, ...	Meerut, ...	1	0	0	1	3	0	1	51	0
Furrackabad, ...	Furrackabad, ...	1	0	0	0	2	0	0	54	0
Ajmeer, ...	Ajmeer, ...	1	0	0	1	2	2	1	137	0
		6	2	2	4	19	4	16	534	269
Abstract.										
South-Eastern Division, ...		19	1	2	6	81	46	28	3,146	625
Behar, ...		5	0	0	2	6	0	4	327	0
Allahabad, ...		8	1	0	3	12	11	6	681	145
North-Western Division, ...		6	2	2	4	19	4	16	534	269
Grand Total, ...		38	4	4	15	118	61	54	4,688	1,039

3. We regret that the state of our funds prevented us from availing ourselves of many favourable opportunities for extending our operations. We forward, with this report,* a tabular statement of schools on account of which demands for assistance have been made on us since 1834. These applications, however, afford but a slight indication of the desire for education which prevails throughout this country, as they were chiefly urged on our attention in consequence of peculiar local advantages corresponding with the general anxiety to receive English instruction.

Masters.

4. Great care continues to be bestowed on the character and acquirements of our masters: but we still labour under much difficulty in obtaining persons with such qualifications as we require. The frequent applications for leave of absence, induced by the desire to search for other employment, and the constant changes of masters in some of the schools, have obliged us to determine that, in future, leave of absence shall be allowed for a specific term only; and before engaging new masters, we propose that they should bind themselves, under a penalty, to remain in the service of the Committee for a certain period of time.

5. The number and importance of our Schools and Colleges require certain regulations, the operation of which may enable us to improve the prospects of the masters, and thus induce persons of a higher grade of attainments to enter our service; while a more zealous discharge of their duties will be encouraged by introducing an uniform system of promotion among the deserving, and, in the case of sickness, a more liberal arrangement when they are obliged to be absent from their duties. To diminish as much as practicable the duties of the masters,

* See Appendix No. 3.

we have modified the Returns, required by our Report of 1836, to a more simple form. (See Appendix No. 2.)

6. The desire of acquiring an English education, more particularly in Bengal, is daily advancing, probably in consequence of the number of young men who have been selected from our Schools to fill important situations in the Government service and elsewhere; and the increasing mercantile intercourse with the interior may likewise be operating strongly, though silently, in favour of an English education. In the Zillahs near the Presidency, numerous Schools at which English is taught, almost exclusively, have lately sprung up, under the support of Natives. The system of instruction at these Schools is often defective. Some of them are conducted by young men who have themselves but an imperfect knowledge of the English language, and who are paid by rich individuals; while, in other cases, the masters are dependent for support upon the sums they receive from their several pupils. But, with all their imperfections, we view the establishment of these Schools with much pleasure, as indicating the general desire for English education, and as illustrative of the correctness of the system at present pursued, which, in its more matured results, will, we confidently trust, prove the most effective means of diffusing knowledge over the country.

Payment by Scholars.

7. In order to obtain the means of enlarging the sphere of our usefulness, and to raise our Schools in the estimation of the Natives, the system of receiving pay for the education of the students, and for the books required by them, has been steadily enforced; when the state of the School, and the circumstances of the students permit of it; and this measure has been in some places very successful. It induces respectable Natives to send

their children to the Government School, who would not do so if no pay were required, as in that case it is considered as a Charity School, of which they cannot, with propriety, avail themselves for the education of their children.

The pay system will therefore be extended, and we expect it will have a most favourable effect upon the success of our Schools.

8. The rules which we have laid down for enforcing this measure vary in different Schools. In general they apply to the scholars now attending, as well as to those who may hereafter join the School; but the sum demanded varies with the class to which the scholars belong; and, in particular cases, where the parents are unable to afford any payment, the demand is dispensed with.

9. To induce parents to send their children at an early age, so as to acquire habits of application, and a good pronunciation of the English language, a very small sum only is required from young scholars, which, however, increases as the individual rises in the classes of the junior or primary School. After having passed through the junior School, in which the elements of learning are acquired, the scholar does not pay more for his education in the Senior School than he had done in the upper classes of the Junior School. This rule has been adopted in order to induce the scholars to remain longer at College; and for the like reason in the senior class in our Colleges no payment whatever is exacted.

System pursued.

10. During the year of report we have tried the plan of commencing instruction at an early age, by forming a Junior Day-School at Hooghly, on the Infant School system. A strong representation was made to us, in which it was urged that this system would not

only facilitate the progress of the young people, by exciting a lively interest in the acquisition of the rudiments of useful knowledge, but would also render them more docile, and thus better trained for Schools of a higher grade; and the success that has attended this experiment, may probably induce us to establish other Junior Schools under equally favourable circumstances.

11. The object of the Committee is, in the first place, to give the scholars in their Junior Schools a knowledge of Reading and Grammar, Writing, Geography, and the simple rules of practical Arithmetic, in the Vernacular and English languages, but according to the English system of teaching; and afterwards to keep up and improve this knowledge by the practice of composition and translation.

12. Having thus acquired a solid and useful knowledge of the Vernacular and English languages, in a manner the most simple and agreeable to himself, the pupil passes on with ease and satisfaction to higher studies. Before doing so, however, he is subjected to a careful examination, in which he must exhibit a certain proficiency in these several departments of his studies.

13. In the course of the studies adopted in the next higher departments, the attention of the students is chiefly directed to those branches of knowledge which are most likely to be of immediate and practical utility to them in after life; such as Composition; Practical Arithmetic, including Book-keeping; Engineering, including Architectural Drawing; Land Surveying; Ethics; Mechanics; Natural Philosophy; Chemistry: Jurisprudence, &c.

14. The ultimate object which we have in view is to infuse into the student, possessed of talents and of leisure, a taste for literature and science. Such a result can only

be obtained by slow and fostering care: and our efforts have been particularly directed to this important end. Its attainment will, we conceive, powerfully tend to hasten the regeneration of the country; as the learned Native will be willing to communicate his knowledge to his less fortunate countrymen in their own language, and in the manner and form most acceptable to them. To a certain extent this most desirable object has already been attained, as will be seen in a subsequent paragraph. At present it may be sufficient to refer to the remarkable example of the Medical College, established only four years ago: during which short period, several students have qualified themselves, through the means of the English language, to practice the very difficult and extensive science of Medicine in all its branches, and are perfectly capable of instructing their fellow countrymen in Anatomy, Medical Chemistry, Pharmacy, and the practice of Physic and Surgery.

15. It may also be noticed that the estimation in which Natives of education and character are held by the European community, and the situations of trust and emolument which have been conferred upon many of them, have already proved a strong incentive to the exertions of others in the same honourable course; and this cause will continue to operate with increasing vigour in each succeeding year, as there can be no doubt that, in the course of time, a liberal education will be considered an indispensable qualification for Government employment, and numbers will thus be led to the pursuit of knowledge, who would have remained careless and indifferent to its attainment, were it not for the tangible and substantial advantages attached to the acquisition.

We have added in the Appendix the rules of the College of Mohammad Mohsin, (Hooghly) in order to

afford your Lordship a clearer view of the system thus pursued in our Colleges.

16. There is one point, however, which we think it necessary to explain regarding our Schools. We allude to the short time that the scholars generally remain at our several institutions, and the comparatively imperfect education which they consequently obtain. We are extremely desirous to remedy this evil, but we are likewise conscious of the difficulty of holding out sufficient inducements to the Scholars, for their longer stay. At present, education is for the most part appreciated only for the direct returns it yields; and parents are unable to perceive that a prolonged course of study at the Schools, would more than counterbalance the immediate advantages which they anticipate from the early initiation of their children into their own pursuits. In Assam, indeed, learning is even now considered, as it was in the dark ages in Europe, "a mean acquirement;" while in Arracan, many of the ignorant Natives fancy that education will be attended with "bondage and slavery." Such prejudices must be more or less expected, but, as we have already intimated, they will rapidly disappear with the spread of intelligence.

Scholarships. 17. As the principal cause of the elementary state of many of our Schools is the circumstance above noticed, we have under our consideration a plan for the establishment of pecuniary scholarships at all our Institutions.

The Committee are also occupied in the preparation of a plan for affording to the more distinguished students the means of attaining a certain degree of official knowledge; and as soon as the scheme is matured, they will do them-

selves the honor of submitting it for the consideration of your Lordship in Council. This will enlarge the field of ambition, afford room for talents, and hold out a reward for distinguished exertions; and will therefore, we should hope, greatly promote the success of our Colleges, and the cause of education in general.

Certificates of Merit.

18. Our desire to afford the students, who have benefited by the education received at our Schools, every advantage in promoting their views in life, has induced us to issue a certain number of certificates to our local Committees, adapted for the Senior and Junior classes respectively to be filled up by them, and to be delivered annually to such scholars as have arrived at a certain degree of proficiency. This measure was found necessary, as our former request to the local Committees to address the Government authorities in the neighbourhood reporting the names of students who had passed through the Schools or Colleges with distinction, did not meet with the success which we had anticipated. A difficulty continues to exist in regard to the students obtaining employment in public offices; as with all the advantages of superior knowledge, they have less practical experience than some of their competitors long connected with the Omlah of the Courts. A little attention, however, will overcome these deficiencies on the part of the students, and it is hoped that many of them may prove able and trust-worthy servants of the State. To increase the value of these certificates, they specify the acquirements of the young men, as well as the character which they bore at School. The information respecting character is obtained from the records of the School, while the acquirements of the scholars are tested by actual examination in the presence of the Local Committee; thus ensuring a certain degree of

vigilance on the part of the master, and giving the Local Committees an additional interest in the prosperity of the School.

19. The deserving scholars, on leaving our Schools, will thus possess a certificate, signed by Gentlemen of character and station;—a testimonial not of difficult acquisition in the junior Schools;—but which may nevertheless enable them to obtain situations with more facility than they would otherwise have done, from its being a guarantee of a certain extent of useful knowledge on the part of the possessor. The higher certificates will be still more useful to the young men, and may fairly lead them to aspire to offices of trust and emolument under Government.

20. The measure here adverted to, appears to be peculiarly called for at the present time, in consequence of the large extent to which Government is availing itself of the services of its native subjects, in appointments requiring a high degree of acquirement for the efficient discharge of their duties; and the Committee trust that while, on the one hand, a careful distribution of these certificates will afford greater encouragement to meritorious exertion, it will, on the other, be productive of much positive advantage to the Government functionaries, by materially assisting them in the selection of duly qualified persons, whenever they may be called upon to nominate an individual for any particular situation.

Mr. Adam's Reports.

21. During the year under review the result of Mr. Adam's investigations into the state of Education in Bengal and Behar, has come under consideration. The result of that gentleman's enquiries has been published in his Third Report. We have maturely studied this, as well as the two former Reports, in the hope that these interesting documents might afford us

some additional light as to the means of raising the intellectual, and moral state of the people.

22. Mr. Adam's educational survey, in the Third Report, extends to the city and district of Moorshedabad, the districts of Burdwan, Beerbhoom, Behar, and Tirhoot; and contains a census of the population of the city of Moorshedabad, and of a Thanah in each of the above five districts, taken with minute accuracy. Many very interesting and important results are stated, exhibiting the great degree of ignorance on the part of the people, and the little demand for education in these Zillahs. An attempt is also made to shew in what proportion education is actually distributed among the population. These investigations shew that of one hundred teachable male and female children, there are taught—

In the city of Moorshedabad, ...	8.3
In the selected Thanah of ditto, ...	6.05
Ditto of Beerbhoom,.....	8.1
Ditto of Burdwan,.....	16.05
Ditto of Behar,.....	5.8
Ditto of Tirhoot, ...	2.5

Mr. Adam's Plan.

23. In order to improve and extend education in Bengal and Behar, Mr. Adam proposes to employ the existing Native institutions, "as the wisest, the safest, the most popular and economical and effectual plan for giving that stimulus to the Native mind which it needs in education, and for eliciting the exertion of the Natives themselves for their own improvement, without which all other means must be unavailing." For this purpose Mr. Adam submits the following general scheme.

I. To institute an educational survey of several contiguous districts, selected for the experiment. These detail

to comprise a list of schools, a census of population, and the quantity of existing instruction, juvenile, adult, and domestic.

II. To prepare a series of four class books, of which the first is to be published forthwith. This will embrace approved existing manuals of elementary learning. No. 2, will explain the most important arts of life, as trades, manufactures, agriculture, &c. No. 3, will include the principles of Political and Ethical sciences, and the several relations, and rights of men. No. 4, will impart general, historical, geographical, and astronomical knowledge, with useful local information.

III. To appoint to each district a native agent and examiner, of teachers and scholars: His first duty being to make the required Survey (I.)

IV. The Agent is to lend a copy of the class book No. 1 to each School Master of ascertained respectability, and to fix a time and a place for the future examination. Moderate travelling charges to be allowed to the approved teachers, attending these examinations.

V. Successive good examinations will entitle the examined teachers, to presents of the class books first lent, and certificates of merit from the General Committee of Public Instruction. They will keep a Register of the approved teachers, from which extracts will be published.

VI. In each district there will be an English School under the General Committee, with its vernacular Department, which is to be expanded into a Normal School for the improved education of the rural teachers, who may

casually be able to attend, and the best of whom will then receive a pecuniary allowance..

VII. Small Jagheers of land, varying above and below 30 bigahs, to be assigned in each village, as the glebe of the School-master ; claimable on condition of good conduct, if he has passed an examination in the four class books, and taught six pupils per annum.

VIII. Local Native Committees to be formed to watch over the conduct of village Masters, and to make returns to the General Committee of Public Instruction.

IX Pupils of each School who have passed class book No. 1, to be admissible into the District English School, on a vacancy occurring, and there to receive pecuniary support.

X. To appoint an Inspecter for five Districts.

Proposed Trial 24. After a careful consideration of these propositions for the improvement of the rural Schools, we fear that the execution of the plan would be almost impracticable ; in consequence of the complicated nature of the details, which would also involve much more expence and difficulty than Mr. Adam has supposed.

A further experience and a more mature consideration of the important subject of Education in this country, has led us to adhere to the opinion formerly expressed by us, that our efforts should be at first concentrated to the Chief Towns or Sudder Stations of districts, and to the improvement of education among the higher and middling classes of the population ; in the expectation that through the agency of these scholars an educational reform will des-

cend to the rural vernacular Schools, and its benefits be rapidly transfused among all those excluded in the first instance by abject want from a participation in its advantages.

25. Although dissenting from the principles laid down by Mr. Adam, and certainly not entertaining any very sanguine expectation of ultimate benefit from their adoption, it was considered, by a majority of the Committee, that it might be satisfactory to Government if some proposal for an experimental trial of these principles, on a small scale. were submitted for its consideration and orders; and under this impression the plan suggested in our letter to Government No. 1123, dated the 4th December, 1838, was framed. That plan was as follows:

"That the experiment should be confined to about "twenty rural Schools, not very remote from Calcutta; "so as to admit of the frequent communication with "inspectors, to be deputed according to Mr. Adam's plan. "It is supposed that two would suffice, and it is intended "that at first their services as teachers of village masters "should be put in requisition."

"They might be directed to ascertain the actual attain-"ments of the masters and pupils of the Schools to be ex-"perimented on, and to record the actual courses of study. "Their attention might be also directed to the reform of "the existing system of education in Bengalee Reading, "Composition, and Arithmetic."

"If by this process it were found that the pupils of "these rural Schools became decently expert in composition "and computation, some provision for instruction in Geo-"graphy, Elementary Mathematics, and Natural Philosophy

" might follow; a better foundation in letters having been " first obtained. The list appended to this letter* shews, " the scanty stock of printed Bengallee Books now avail- " able."†

" The present attainments of teachers and scholars, " and the quality of studies would be first ascertained " in the mode stated. At the end of a year, by the same " process their attainments at that period might be dis- " covered. If the standard of proficiency were found raised, " and the number of Scholars had increased, the General " Committee would be encouraged to go on, and by another " year's trial it would appear whether or not each village " school had a stock of pupils expert in letters in that " degree which would qualify them to receive a higher order " of instruction."

"If at the end of the third year no adequate improvement " was found to have resulted, it would be prudent to " abandon the project. The extreme poverty of the mass of " the rural population forbids any sanguine expectation of " success."

" An essential part of Mr. Adam's plan is the Jageer or " Glebe for the village master. This principle the General " Committee would also be prepared to adopt, if encouraged " by the result of the proposed experiment."

"The Jageer, or equivalent pecuniary allowance, might " be promised half contingent on the tested improvement of " the master, and half on his producing a defined number of

* See Appendix No 5.

† We have added in the Appendix No 6. a list of Bengalee School-Books which are most required in the present state of the people. The list was prepared by one of our native members.

" pupils well grounded in the reformed studies of their " respective classes."

" The monthly expence of the experiment above suggest- " ed, has been estimated for 20 schools. The salaries of the " Inspectors, a small addition to this Establishment, and " loss by books supplied, would range from 30 to 36 rupees " monthly for each school; that is, from 600 to 720 rupees " for the whole 20 schools. The success of the experiment " would be tested by the enquiry suggested above, and it " is of course meant that the experiment should not be any " charge on the funds now at the disposal of the General " Committee." The Committee have not as yet been favoured with a reply to this letter.

Result of the Committee's experience of village Schools.

26. The conclusions we have arrived at regarding the utility of village Schools are not, however, the result of mere theoretical opinions; but they are borne out by the experience of every age and country, which uniformly teaches that education must first be imparted to the upper and middle ranks, and then descend to the lower and more numerous class of the people.

We have tried the plan of village Schools on an extensive scale, in several situations which appeared to afford peculiar facilities for arriving at a just conclusion, as to the value of the scheme, and we trust that your Lordship will excuse our offering, at this time, a few remarks on these experiments.

27. *Ajmeer Vernacular Schools.* Soon after the Territorial accession in central India the Marquis of Hastings, then Governor General, proposed the establishment of Vernacular Schools in this province. His Lordship's views are thus developed in a Minute dated October 1818:

"It is my wish to dispatch immediately to Ajmeer a person thoroughly conversant with the principle and practice of Lancaster's schools for the purpose of his introducing that system of instruction into the vast tract included under the name of Rajpootana. Highly favoured by nature, populous, and inhabited by a remarkably fine race of men, no country can appear more capable of reaching a dignified scale in society; yet from the course of predatory violence which has for many years disorganized the mechanism of Government, and almost destroyed the honors of civilized life, possibly no portion of the globe exhibits a population more devoid of religious or moral rules of action. This prostrated condition of the human mind does not recover of itself. An external impulse is necessary to give energy and direction to the feelings of a community habitually brutalized. We have delivered these immense regions from the foreign oppressor. But the relief is nugatory if we do not teach the Princes and the people the use that is to be made of their emancipation. The aid will not be obtrusive; for, they are conscious of their need and urgently solicit our council. Were these states left to themselves, a domestic tyranny, howsoever unpremeditated, would succeed to the ravages of the external oppressor, possibly more galling though not so conspicuous."

28. The Reverend J. Carey, son of the late respected Dr. Carey, Professor in the College of Fort William, was appointed to conduct these schools. As Mr. Carey had superintended forty-two schools in Amboyna on Lancaster's principle, and had acquitted himself in that charge with an attention which obtained for him the highest testimonial, as to his conduct and success from the Resident, the measure was tried under the most favourable auspices.

Seven schools were established under the authority of Government in different parts of the district, most favorably

situated for the purpose; but the result was not satisfactory, after a trial of some years.

29. These schools were found to be doing "little or no good," in 1827; and they were concentrated into one school in the Town of Ajmeer under the same Superintendent, subject to the supervision of the Political Agent.

By the Report of 1830 it appears that the Ajmeer School contained 91 boys; 60 Hindoos, and 31 Mahommedans, of whom part were studying Elementary Persian, and part Hindee.

30. Village Schools were also established at Chinsurah by the Revd. Mr. May in 1814, under the patronage of Mr. Forbes, the British Commissioner at Chinsurah. In the first year there were 16 Schools established, with an average attendance of 951 scholars.

In 1815 these Schools were brought under the favourable notice of Government, and a monthly allowance of 600 Rupees, afterwards increased to 800, was granted to enable Mr. May to support and extend the Lancasterian system he had introduced. In 1818, when he died, there were 36 Schools under his superintendence, attended by above 3000 scholars; but the number of Schools was diminished from this time. In 1821-22 nearly an equal number of scholars were on the School-rolls.

31. In 1824 the Chinsurah Schools were placed under the General Committee when they appear to have been in a declining state; and in 1827 some doubts were raised as to the expediency of continuing them.

The little advantage derived from these Schools had become more evident by a further experience of several years, and in 1832 the buildings and existing materials of the Schools were transferred to the Incorporated Society for the Propagation of the Gospel in Foreign Parts, and an occasional supply of books was granted by the General Committee. The Diocesan Committee maintained six of the most central and flourishing, but after continuing them for a short time they were again transferred to the General Committee who attempted a central vernacular School, which was in its turn discontinued.

32. At Dacca, Saugor, and Bhaugulpore, other village Schools were established, but the result was in each case the same.

33. We had the honor of detailing our sentiments on the subject of these Schools, in our Report of 1831; of which we beg leave to state the following as the result.

"As the limited means at the Committee's disposal, and the inadequacy of any means to the education of a whole people render a selection necessary, the Committee have always sought to teach the respectable in preference to the indigent classes. The education of the latter in fact scarcely merits to be called education. As soon as a boy in a village School learns to read and write a little, and to be able to add, substract, and multiply, he is removed to keep a shop or follow the plough; and his mind remains as unformed as if he had never been at School at all. It has also been a question whether for such education as the peasantry require, the interference of the Government was wanting; and whether indeed it was not mischievous in consequence of withdrawing the boys from the village School-masters, and thus annihilating a useful order of

men, formerly very common in Bengal, and not unfrequent in Hindustan. Under these impressions the Chinsurah Schools and those of Bhaugulpore and Rajpootana have been limited in their operations, and their continuance depends upon a further experience of their good effects."

34. We have now the honor to inform your Lordship of the final result of these repeated attempts. At Ajmeer the village Schools have been changed into a central Vernacular, and ultimately into an English and Vernacular School, which will be seen by the present report has not succeeded so well as might have been expected. But unfortunate dissentions, the changes and deaths of masters, the long periods that this School was without proper teachers, and the indifference of the inhabitants, whose ignorance disqualified them from appreciating the advantages of our system of education sufficiently account for its present condition. These latter causes your Lordship will observe operated on village Schools, under the able superintendence of Mr. Carey, and are still felt. As an indication of what may be expected hereafter, your Lordship will observe that there were only 51 on the rolls of the English and Vernacular School at the end of 1838; but by the last accounts, when a new master had taken charge, under the superintendence of an active and able Secretary and President, the number had risen to 141; the scholars are represented to be "of respectable parentage, and although their studies are elementary their attention and desire to learn is considerable:"—a contrast certainly to the recorded langour of the village Schools.

35. At Bhaugulpore the present Anglo-Vernacular School, which was established last year, is, from the influence of some of those causes, which have acted so unfavourably on the success of the Ajmeer School, less flourishing than some

West Bengal Secti. Library.

of our other schools; but the attendance is good, and it only requires the continued energy of an able master to raise the condition of this, to an equality with our other schools.

36. At Dacca the village Schools are now concentrated in an English School, attended by 340 youths; who are not content with attending the school for a few years, and mastering a few Vernacular books, but are increasing the period of their studies by several years beyond the ordinary time of attendance, and are engaged in studying the more difficult literary and scientific works.

37. The Chinsurah Village Schools, which were more immediately under our observation, have after repeated changes given place to the large College and Branch School of Mahommad Mohsin, which are regularly attended by 1200 boys, many of whom fully appreciate the advantages of the higher branches of literature and European science. At this College the impression left on the minds of the scholars will probably be greater and more permanent, than at most of the Vernacular schools. We have likewise another evidence of the advantage of the collegiate form of education, for the upper and middling classes, by the formation of two flourishing schools in the neighbourhood of Hooghly which have been for years supported by native benevolence, and are conducted by young men who have learned the English language at our Colleges, and are thus disseminating the blessings of education to their fellow countrymen.

These seminaries follow the rules of our Schools, and send periodical returns to us. They are, as it were, preparatory seminaries, whose best scholars will eventually become candidates for the distinctions which are to be contended for in the College.

Result of the Committee's plan.

38. Another interesting illustration has occurred during the past year of the success of the plan to which we have adverted in a former part of this report; that of establishing central Anglo-Vernacular Schools at the principal towns of district s in the expectation that the scholars who there obtain an acquaintance with the literature and science of the West, will be best able to improve their own language, and to instruct their countrymen in the branches of knowledge most useful to them. The Managers of the Hindoo College, native gentlemen who know and appreciate the utility of the English language and of European science, have felt the want of a Vernacular Seminary conducted on a better system than the native Schools, and supplied with text-books that would embrace, in addition to elementary treatises, compositions of a higher class, from which their countrymen might derive a taste for literature, and a knowledge of the most useful applications of science to the practical purposes of life. The School is now building, and some of the class-books are in the course of publication.

This meritorious example, it is hoped, will induce others to translate and to compile; while some of the scholars will be led to refer to the English originals for a more extended acquaintance with the sciences of Europe; and thus the system will act reciprocally on the spread of knowledge over this vast country.

Finance.

39. Our desire to employ all the funds at our disposal in extending our Schools in those situations in which education is most required and eagerly sought after, and the increased expences of the Schools already established as the scholars advance in their studies, have occasioned an excess of expenditure beyond our income. This will be exhibited in the Appendix (No. 7.)

We expect that the current expences for books, &c. will be paid by the scholars or by local subscriptions, and this, added to a strict economy in all the departments, and perhaps the closing of one or more of the Schools which have not been quite successful will, we trust, prevent the recurrence of such an excess of expenditure.

40. So much of our success depends upon the interest which the Members of the Local Committees take in the Schools under their charge, and the encouragement given to pupils after leaving the Schools, that we have pleasure in referring to instances in the detailed report of the assistance which some of our Local Committees have afforded us. When the Members of these Committees have failed to take an active interest in the affairs of the Schools placed under their charge, the Schools have necessarily been in a very ineffective condition, and we beg leave to solicit your Lordship's attention to the subject. We think it our duty to state that, with some exceptions, the state of our schools in the Mofussil, affords but little indication of active exertions on the point of the Members of our Local Committees.

41. The transaction of our business has been much expedited during this year by the use of a Minute-Book in which our President gives his directions on such points as do not involve general principles. This prevents any delay in the transaction of the current business of the office, while we have the assistance of the advice of all the Members on important subjects, among whom there are always one or more who have had local experience of nearly all the provinces in which our Schools are situated.

42. The general result of our proceeding during the past year has been satisfactory. In some Schools, our

anticipations have not been realized to their full extent; but, in others the success has equalled and even exceeded our expectations.

43. In this report we have considered the Schools under the heads of the South-Eastern Division, including Bengal, Orissa, and the Eastern Provinces; the Behar division; the Allahabad division; and the Delhee or North-Western division. This appears the most natural and useful arrangement; in order to understand the degree of success, as well as the local wants, of our Schools in each division.

44. The positions of the different Seminaries will be seen by a reference to the accompanying map, executed by a student of the Hindoo College, Calcutta.

DIVISION I.

South Eastern Provinces.

These consist of the Schools in Bengal, Orissa, and Eastern Provinces.

SECTION I.—BENGAL.

45. The long period that the inhabitants of Bengal have been under the British rule, the wealth they have acquired, the employments they have held under Government, and the opportunities they have enjoyed of intercourse with Europeans, and of witnessing the solid advantages derived from a knowledge of the English language and European science have proved strong inducements to the acquisition of an English education for their children. Nearly all public and private offices in the Presidency

of Fort William in which a knowledge of English is required are filled with Bengalee writers: No exclusive system, however, is followed in any of these situations. A certain knowledge of the English language is alone required, and parents of all castes are now eager to give their sons the advantages of such an education. The sacrifices for obtaining this may be great, but the advantages even though distant are certain.

HINDOO COLLEGE.

ESTABLISHED IN 1816—23RD YEAR.

46. At the end of the year there were 475 students attending the College, of whom there were 56 foundation students, and 415 who paid for their education at the rate of from five to seven rupees a month. This exhibits an increase of 24 students during the year.

These students are divided into a senior and a junior School. In the first there are 160 students divided into 5 classes, or an average of 32 students in each class; and in the junior School there were 315 scholars divided into 9 classes; or an average of 35 boys in each class.

JUNIOR SCHOOL.

47. Mr. Hare kindly undertook the examination of the junior School. Each boy was examined separately in each branch in which he had been instructed; consisting of Reading, Spelling, Explanation, Grammar, Arithmetic, Geography and Writing. The following is the result of his examination.

"I was very much gratified to find that the proficiency of the whole was fully equal to what could reasonably be

expected; the pronunciation was excellent throughout the School, and it was evident that the boys understood what they were doing. I could not perceive that any of the pupils had been neglected, and in every case, where any want of proficiency in any of the boys led me to enquire I found it owing to the negligence, or natural incapacity of the boys themselves."

"All the teachers of this department appeared to have exerted their utmost endeavours for the good of their respective classes, and I should think it invidious to attempt to point out any difference amongst them. On the whole I consider that Mr. Jones, and all the other teachers of this School, deserve the greatest credit for the ability and assiduity with which they have discharged their arduous duties."

SENIOR SCHOOL.

This department consists of 5 classes—

5th contains	38	students.
4th „	36	„
3rd „	31	„
2nd „	30	„
1st „	25	„
	160	„

48. Mr. Hare examined the 5th, 4th and 3rd classes in their literary studies, consisting of reading, explanation, grammatical construction of the language, and in the history of Greece. He also examined the 5th and 4th classes as to their scientific acquirements, consisting of Arithmetic, the elements of Geometry, Algebra, Natural Philosophy, and Geography. The result he states in his report as follows—

"The students evinced a proficiency considerably above my expectations, and very few indeed of those who were

examined could reasonably be found fault with. When the many changes of teachers that had taken place in this department during the year, occasioned by the death of Mr. Mollis, the severe illness of others, and the resignation of Mr. Muller and Mr. Bolton are fairly considered, I am of opinion that the proficiency which the students evinced at this examination is a subject of great congratulation to every one connected with the Institution, and reflects great credit on the whole of the present teachers in this department."

49. The third class was divided into two sections in their Mathematical Studies. These were examined by Mr. Sutherland; who reports as follows:

"The first Section consists of 18, whom in Geometry I examined by exacting a viva voce demonstration of the 35th proposition of the 3d book of Euclid, which has three cases. Five solved the whole, but with various degrees of neatness and accuracy. I class them according to their merit.

Dwarkanauth Das.
Nobokishn Bose.
Sri Chunder Deb.
Gris Chunder Deb.
Sham Chunder Bose.
Sri Nauth Bose.

Nine failed completely. I consider this Section as very indifferent. Their deficiencies in the fourth class were apparent last year. The second Section was examined in the 2d book, and I think on the whole is superior to the first."

SECOND CLASS.

50. Mr. Sutherland examined this class in English literature, and has favored us with the following report.

"Of thirty pupils 27 attended and were examined in the same manner as the senior class. I found a greater equality of attainments than that which I have ever before remarked in any class of this institution. Their attainments are respectable. The most proficient is Sarado Persad Biswas."

FIRST CLASS.

51. We are also indebted to Mr. Sutherland for having examined this class in English literature. His report is as follows.

"Twenty-one out of twenty-five of this class attended, and were very minutely and separately examined by me in a part of the third book of Milton, selected from its difficulty. Each pupil read the passage, and after a short interval was called on to explain, and analize its difficulties.

"Eight out of the twenty-one read well, and only three indifferently. The literary attainments of four appeared to be superior to those of the rest. Their merit is distinguished; and they deserve high commendation. I consider Gopalkishn Ghose deserves the prize."

52. The proficiency of the first and second classes was tested by a series of mathematical questions kindly selected by the Honorable Mr. Amos, a series of historical questions by Mr. Cameron, and the subject of an Essay by our President. The answers were written in the hall of the College without assistance.

Mr. Amos has favored us with the following remarks on the manner in which the questions he had proposed were answered—

"I should state my opinion concerning the solutions of the Mathematical Problems proposed by me at the last

examination of the scholars of the Hindoo College, that they reflect great credit on the capacities and industry of the students; and that they indicate a system of tuition conducted by very able Professors. Having seen a great deal of mathematical examinations in the University of Cambridge, I am enabled to express these opinions with confidence."

" Such general proficiency in mathematical studies promises at an early period, to lead extensively in this country, to precision of thought and of conduct, and to a just appreciation, together with the close investigation of every species of truth."

" The particular proficiency of some of the scholars evinces, that if they will devote a considerable portion of their time perseveringly to science, they may reasonably expect that they will enjoy the satisfaction of enlarging the bounds of human knowledge. It is obvious that by such means they will at once promote the common happiness of mankind, and benefit their native country in an especial manner, by the increased respect and sympathy which will thereby arise to it among all the civilized nations of the world."

" I will beg to add one word of caution to the scholars who have so justly earned the prizes awarded to them. From experience gathered at the largest School, and the largest College in England, I have observed that prizes conferred on boys and young men very often make them vain and idle, and useless to society for the rest of their lives. I trust that, on the present occasion, the prizes distributed will produce no other feeling in the minds of the students than of a proper confidence, that in riper years, provided they abate nothing of zeal or industry, they

may accomplish objects deserving the gratitude of the community."

53. Mr. Cameron has favored us with the following remarks on the manner in which the historical questions were answered—

"In the Report for the year 1836, Mr. Macaulay, then President, who had examined the first class in literature and composition, felt himself obliged to make the following remarks—"I should be inclined to say that a dispro- "portionate degree of attention has been bestowed on this "branch of study (poetry) by almost all the students—they "all had by heart the names of all the Dramatists of the "time of Elizabeth and James the First, Dramatists of whose "works they, in all probability, will never see a copy; "Marlow, Ford, Massinger, Decker, and so on. But few of "them knew that James the Second was deposed."

"In the August Number of the Asiatic Journal there is an elaborate article upon the Education of the natives of India, and in it these expressions of Mr. Macaulay are gravely brought forward to prove that the whole system upon which the Committee under the instructions of Government is now acting, is fundamentally erroneous. The writer after quoting Mr. Macaulay's words proceeds thus—"Now if this is the result of immense expenditure "and extraordinary pains of the marked patronage of the "highest authorities and the co-operation of the most dis- "tinguished talents through a consecutive course of years. "If all that is effected by such unprecedented means be a "shewy insubstantial acquaintance with English literature "and an ignorance of the most striking facts in English "History, what is to be expected from a Zillah School with "an unsupported master, indifferently acquainted even with

" the language he is set to teach, and absolutely incapable " of comprehending its literature; what can be expected but " the diffusion of ignorance and self sufficiency and disap- " pointment and discontent, as the number of smatterers " increase beyond all possible demand for their small attain- " ments."

" The remedy indicated is of course the abandonment of the present system. A different and less violent remedy suggested itself to Mr. Macaulay. " I have no doubt," he says in the sentence following the one we have quoted, "that " Captain Richardson who seems most zealous and assi- " duous in the discharge of his duty, will direct their atten- " tion hereafter to the graver as well as to the lighter " facts of English literature." Captain Richardson has done this, and the result as appears by the answers of the first class to the historical questions given them, is very satisfactory. These answers evince a degree of historical knowledge which is probably not inferior to that of any equal number of boys of the same age in any English seminary."

" The examination was conducted in the following manner—The students were assembled in a large room at the College and placed each at a separate desk so as make it impossible that they should consult books; and very difficult for them to communicate with each other, Captain Richardson remaining in the room during the whole time they were writing their answers. It is not impossible however that they may have handed slips of paper to one another when the eye of the Professor was not upon them, and the similarity of some of the short answers may perhaps have been thus produced. The more elaborate answers are evidently the independent result of each boy's knowledge of history and skill in composition. The questions were

read aloud by Captain Richardson and taken down by each boy."

"The questions were seventeen in number, and took a pretty wide range through Ancient and Modern History. They were answered by twenty-one students. I had some difficulty in determining to whom the prize should be awarded. The answers of each student occupy six, seven, or eight, folio pages, and the task of balancing their merits and defects was not a very easy one. Upon the first reading there were only nine of the twenty-one which I could set apart as clearly not entitled to the prize. The remaining twelve were in my opinion all very creditable to the students, and their instructors, and it was not till I had consulted with Sir Edward Ryan and Sir Henry Seton, that I could make up my mind to which of these the prize ought to be awarded.* The following answers of Thakoor Laul Mullick, to whom the prize was given, may be cited as favourable specimens."

Question 8. What was the origin of the title "Defender of the Faith" borne by the Kings of England?

Answer. Martin Luther, the person who introduced the Reformation in Europe, wrote some books in which he attacked the Catholic religion, and spoke in terms of contempt of Thomas Aquinas. Henry 8th of England, who at this time held up the Catholic religion, and entertained a great reverence for the opinions of Thomas Aquinas was highly offended with Luther and his works: and to please the Pope he took great pains to retard the progress of the Reformation, and even adopted a measure to which Kings do not generally resort. He wrote a

* There are some mistakes in these answers, but they are few and venial.

work in defence of the Catholic religion, with which the Pope was so highly pleased that he gave him the title of "Defender of the Faith."

Question 14. Who were leaders of the adverse armies at the battle of Pharsalia; to what Political parties in the state did they respectively belong; and what was the effect of that battle upon the Roman Government?

Answer 14. This battle was fought between Pompey and Cæsar. Pompey in person commanded the left wing of his army; Afranius the right; and Scipio the centre. There were many other persons on his side who were rather distinguished for their political than military talents; among these were Cicero and Cato. Of the adverse party Domitius Calvinus commanded the centre, Cæsar the right wing, and Antony the left. Pompey was joined by almost all the Senators, and the persons who loved the constitution and liberty of their country. Cæsar was joined by the military adventurers, and men who for private gain sacrificed their public duties. After this battle Rome may be said to have lost its liberty, for though Cæsar used his victory with moderation and preserved the constitution and laws; he in reality possessed the whole power of the state, and his successors who were less scrupulous and moderate in their desires destroyed even the semblance of liberty which Cæsar preserved."

CALCUTTA SANSCRIT COLLEGE.

Established in 1821—18*th Annual Report.*

54. At the end of December 1838, there were 129 students on the rolls of the College; of whom 49 were stipendiary, and 80 non-stipendiary students. This shews

that five stipendiary scholars have left, and twelve non-stipendiary students have joined the Institution since the last examination.

These students are divided into seven classes; exclusive of a Mathematical and a Philosophical class. These consist of two Grammar classes, one for Literature, another for Rhetoric, Logic, and Civil Law.

55. The students are arranged as follows—

1st. Grammar class,.....	31	students.
2d. Ditto ditto, ...	27	„
3d. Poetry class,.....	27	„
4th. Rhetoric, ...	15	„
5th. Logic, ...	6	„
6th. Theology, ...	8	„
7th. Law class,.....	15	„
	129	

56. Captain Marshall examined the junior classes.

The performances of the 1st Grammar class did not equal the expectations of the Examiner, and we directed the Secretary to inform the Pundit of the class that he is expected to exert himself in order that the students under his tuition may afford more satisfaction in this important branch of their studies, at the end of the present year; and Captain Marshall was directed to report upon the state of this class with reference to the admonition now conveyed to the Pundit in his next Annual Report.

" The acquirements of the 2d class were highly satisfactory and reflected much credit on the teacher, who was

found peculiarly well qualified by his patience and industry for this particular department."

In consequence of the number of applicants for admission into the Grammar classes a third was authorized to be opened.

57. Captain Marshall found the Poetical class defective in their Grammatical knowledge of the language, which will be guarded against in future by not allowing the students to advance to higher studies until a firm foundation in Grammar be laid; at the same time, that the perusal of some easy composition be allowed to the more advanced students of the Grammar classes, in order to vary their dry task and to prepare them for higher studies.

The acquirements of the Rhetoric and Theological classes were found in a very creditable state; in Logic the acquirements were extensive and bear testimony to the zeal and erudition of their teacher. The pupils of the Mathematical classes, though elementary in their acquirements, evinced a very considerable improvement since last year. They answered some Arithmetical questions quickly and correctly.

58. Mr. Sutherland kindly undertook the examination of the Law class, and found it more advanced than at last year's examination. They were tried by a scheme of eleven questions, and their answers were found respectable, and two were considered fit to receive diplomas, two evinced proficiency, two were found middling, and three deficient.

59. Besides the prize to the first Grammar class, two prizes were given to each of the other classes besides a

prize for the best prose and poetical essay, and five prizes for superior penmanship. All these prizes consisted of money, and the whole amounted to rupees 1,330.

60. To render the attainments of the students more useful a Bengalee teacher has been appointed, on a monthly salary of 80 rupees, to impart instruction in Arithmetic, Natural Philosophy, Geography, and History. The lectures are given in the Bengalee language, according to European principles.

CALCUTTA MADRESSA.

Founded in 1781.—59*th year.*

61. This College consists of an Oriental and English Department.

The Oriental Department is formed of an Arabic and Persian Department, and a Bengalee class. At the end of the present year the number of students in the Oriental Department stood as follows:—

Arabic and Persian Department,.....	153
Bengalee Department,.....	20
Total,...	173

62. At a Meeting of Madressa Committee held to distribute prizes, it having been found that 21 of the non-stipendiary students had absented themselves from the annual examination, it was resolved that their names be struck off the books of the institution: in general, however, the attendance of the students was good, and it is hoped that

the expulsion of the irregular students will have a salutary influence on the other students.

63. Arabic Class. 153 students attended this department; of whom only 15 received stipends, while the remaining 38 received no pay.

During this year the following gentlemen kindly undertook the examination of this institution.

64. Mr. H. T. Prinsep examined the Law class, and forwarded the following report on the result of the examination.

"Twenty-one students of the Madressa, and twelve candidates from other Institutions presented themselves for examination, and it occupied nearly the whole day to hear each in succession read passages in the Hydaya, and answer questions founded on the Law, as laid down in that work. The candidates not under oral examination sat at separate tables, preparing the translations of selected passages, and replies to questions of the Law of Inheritance set before them in four written papers. The results of the examination were collected by Captain Ouseley, and are exhibited in the annexed tables."

"I beg to recommend that the Mowlvee's degree be conferred on the following seventeen candidates, of whom ten are of the Madressa, and seven from other institutions, or not at present attached to the Madressa."

Madressa Students.

1. Abdool Jabbar.
2. Seanut Oollah.
3. Ahmed Alee Selhutty.

4. Hossan Alee.
5. Ahmod Alee.
6. Ajooloodeen.
7. Abool Hossein.
8. Suddy Ahmud.
9. Obeydool Hossein.
10. Moomtaz Alee.

Candidates for Certificates not belonging to the Madressa.

1. Mahommed Muzhur.
2. Abdool Tullah.
3. Ultaf Alee.
4. Nusseerooddeen.
5. Assud Alee.
6. Khadem Hossain.
7. Noorool Huqq.

"I also recommend prizes to Mohamad Ukmul, "Mohamed Nazim, Syud Alee, and Kubeer Oddeen; who, "though not entitled to diplomas because of errors in "some of their papers, have yet performed the exercises "very creditably."

"In closing this report, I have only to add that the "proficiency exhibited at the present examination was "fully equal to that of former years, while the number "reported qualified affords evidence of the zeal with which "the study of the literature, and Law of the language of "Arabia is still prosecuted at this Presidency."

In consequence of the proficiency of these students in Mohammedan Law, a greater number of certificates were bestowed, than on any former occasion.

65. Mr. Hawkins kindly examined the students of the Regulation class, and has favored the Sub-Committee with the following report, which is very favorable as to the manner in which this important branch is studied.

"The examination of the students in the Regulations of "Government has resulted much to their credit. The "questions have been generally answered with much cor- "rectness by them all, though with greater fullness, and "knowledge of the subject by some than by others. The "two best are Mohammud Monaim and Moheeooddeen "Ahmed; and the three following come very near to them—

Daheerooddeen,
Mohamed Buksh,
Wadeentoollah,

"and the rest are qualified to enter into public service. I "can give their names in the order they stand if re- "quired."

66. Captain Ouseley forwarded the following report regarding the state in which he found the students in General Literature, Rhetoric, Natural Philosophy and Law.

"Prizes were awarded to the undermentioned students whom he found the most efficient scholars of their respected classes: viz.

1. Ruccunooddeen, in Grammar.
2. Abdoor Ruheem, } General Literature.
3. Goolzar Alee, }

"On the 21st ultimo, the students of Rhetoric were examined by me—Goolam Hossan deserves the prize in this Department."

"The students of Hikmut or Natural Philosophy, and of "Asool, or Principles of Law, were respectively examined "by me on the 24th and 27th of December last. No prize "is allowed for proficiency in the former science. The "undermentioned students appear entitled to rewards for "their acquirements in the principles of Law: viz.

Ahmud Alee of Silhet, and
Abdool Mujeed."

67. The junior Law classes were examined on the 29th and 31st ultimo, and acquitted themselves with much credit; the three undermentioned students are entitled to prizes: viz.

1. Nusseerooddin,
2. Hadee Alee, and
3. Ismut Oollah.

68. The chief Cazee of the Sudder Dewanny and Nizamut Adawlut examined the remaining students in Mathematics, Arithmetic, and Logic, and expressed his high satisfaction with the proficiency of the students in these departments.

69. The Bengalee class was examined by Captain Marshall, and afforded him satisfaction. Their acquirements, although of an elementary nature, reflect great credit on the intelligence and industry of the teacher.

The growing importance of the Vernacular language is the reason of the increase of this class.

ENGLISH DEPARTMENT.

Opened 1827—12*th year.*

70. There were 139 students attending this department the commencement of the year, of whom 64 were

struck off the books, on account of their irregular attendance, leaving 75 on the list. Since then many applications for admission have been made.

In consequence of the unsatisfactory condition in which this department was found, it was resolved to make important changes in it, and to defer the annual examination till July or August.

A full account of these changes will appear in our next Report.

MEDICAL COLLEGE.

Opened 1st June 1835—4th year.

71. The state of the Medical College continues to be very satisfactory. At the end of the year there were 50 students attending the College, who received monthly stipends, ranging from 7 to 12 rupees, according to their seniority and deserts. Only one student was a Christian, and the remainder were Hindoos belonging to the following castes:—

1.	Brahmuns,,.....	5
2.	Vadas, or Doctor Caste,.....	3
3.	Writers, ...	15
4.	Druggists, ...	1
5.	Weavers.....	6
6.	Goldsmiths,.....	2
7.	Bankers, ...	8
8.	Miscellaneous, ...	10
		50

There is likewise a supplementary class of candidate pupils, consisting of 14 Hindoos with 9 East Indians,

members of the subordinate Medical Department. Besides these students, the Ceylon Government have sent ten young men to receive their education at this College, with a view to employ them eventually in that colony.

72. As Government were desirous of appointing Superintendents to several Dispensaries in the Upper Provinces we communicated with the College Council on the subject; and as their opinion was favourable, as to the acquirements of the students, the examinations were commenced a year earlier than the minimum time considered necessary for the due education of the students, for preparing them to enter upon the exercise of their profession. The result reflects much credit on the assiduity and talents of the professors and teachers of this important Institution, as well as the capacity and diligence of the students.

73. The examinations for letters of qualification were conducted by Professional Gentlemen of the highest respectability and acquirements; they were searching, and embraced all the most important branches of Medical Science. To the great extent of knowledge which these students have thus acquired in a most difficult science, we beg to direct your Lordship's special attention, as it proves the immense importance of conveying it through the English language. Without this advantage it would have been impossible to have imparted in so short a time such a degree of correct and useful knowledge as the students displayed. Four of these passed students have got situations in the Upper Provinces on salaries of one hundred rupees a month, with the title of Sub-Assistant Surgeon.

74. The Examiners proposed that the Sub-Assistant Surgeons be again subjected to an examination five years

after their former one, and the proposal is under the consideration of the Committee. This is merely a measure of precaution to stimulate them in the proper discharge of their important duties, and prevent them from neglecting to keep up the necessary knowledge they had acquired in College.

75. The importance also of affording the students every facility in acquiring a practical knowledge of their profession has induced us to recommend to Government to build a large Hospital capable of accommodating one hundred patients in the College compound. By means of this Hospital the pupils will acquire a practical familiarity with the general forms of the diseases of the country, and the best means of alleviating human misery.*

76. The ample supply of subjects for dissection, which are preserved by means of a solution of arsenic during the whole year, enables the student to obtain a practical familiarity with this most important branch of the Medical Science. The Laboratory is spacious, and all the necessary apparatus for the purposes of the Lecturer, as well as for a class in practical Chemistry, have been procured from England.

77. The Museum contains many beautiful preparations of the minute structure of the principal organs of the human body, and an extensive collection of interesting morbid preparations to familiarize the student with the appearances of the most common morbid changes. A well selected library of classical authors on Medical Science affords also the students an opportunity of consulting books, of which they make much use.

* Such an Hospital has since been built, and is at present (December) full of patients.

78. A few months hence it is proposed to establish a Midwifery Hospital, which, with a Professor of Medicine, if the Government shall think fit to make such an appointment, will complete the necessary establishments so as to afford the pupil great facilities of improving himself practically in every branch of Medical Science.

79. To these opportunities of studying the Medical Profession the liberality of Government, and the munificent donation of a sum of money for prizes by Dwarkanauth Tagore, Esq. have added another stimulus to exertion on the part of the students.

The mode in which the Government medals, and the Tagore prizes, to the College Foundation students, for proficiency in the branches of knowledge above specified, were distributed, and the manner in which the candidates acquitted themselves at the examination, will be seen from the following extract of the Report received from the Examiners:

"These examinations consisted—1stly, in all the candidates answering several important Medical questions in writing without the assistance of books—and 2ndly, in an oral examination. After a careful examination of these answers, together with the oral examination on the different branches of Medical Science, to which twenty-six foundation students were subjected, we consider the following as the best. Their names are stated in the order of their merit.

Permanund Set,
Moheschunder Day,
Satcowree Dutt, and
Denonauth Dhur.

"We propose that a small prize be also given to Gobindchunder Doss, Samachurn Sircar, and Rajkristo Chatterjie, for their written answers to the Medical and Chemical questions."

"The following students answered the questions put to them, in general, correctly:

	Period of study.
Saduchurn Mullick.	
Brijomohun Set,.....	4 years.
Kistnodas Sircar,.....	4 „
Somachurn Ghose,.....	4 „
Isserchunder Neye,.....	4 „
Gourysunker Mittre,...	4 „
Haranchunder Doss,...	2½ „

"The following students gave defective answers, and their written answers contain many grammatical errors:

Kalleykisto Nundy,
Moheschunder Nundy,
Khettermohun Ghose,
Gungagobind Set,
Kalachand Mullick,
Luckeynarain Doss, and
Tarrachand Pine.

"The following students were absent at the oral examinations from sickness, or other causes:

James Pote,
Moheschunder Dutt,
Modoosoodun Bose,
Tarrachurn Ghose, and
Ramkistno Nundy.

"There are twenty-three students in the Free class, including the Ceylon pupils: Four of this class were absent

from sickness, eight had been too short a time at the College to compete for the prizes, and the remaining eleven were examined. Their names are written in the order of their merit.

	Period of study.
Prosunno Coomar Mitter.	
Mr. J. Wambick, ...	11 months.
Mr. G. J. Healley,.....	11 ditto.
Mr. J. Hallowell,.....	11 ditto.
Chunder Sicker Haldar,...	2 years.
Mr. C. Heldart, ...	11 months.
Doorga Doss Chatterjie, ...	1½ years.
Permesser Doss, ...	1½ „
Enayet Hussein, ...	6 months.
A. Gage, ...	6 „
DeSouza, ...	6 „
and Hurrochunder Bose, ...	1½ years.

" The first students are very promising young men and deserve prizes in the order in which their names are written, and the two last were found defective."

" We should also recommend small prizes to be presented to J. Hollowell and Enayet Hussein for their written answers to the Chemical questions, and to Chunder Sickur Haldar for the proficiency he displayed in the oral examitions."

80. With such advantages, and the liberal allowance made by Government to the passed students after they leave the College we may look forward with confidence to the vast eventual importance of this institution. At the same time it was felt that the students had received an education which had raised their attainments beyond the more humble qualifications required for the subordinate Medical

Officer, and Government liberally provided places superior in rank and pay to the meagre inducement of the present native subordinate Medical Service.

81. In order to create a better class of candidates for the subordinate Medical appointments in the Native Army, it was resolved to form a secondary and vernacular School, and we proposed to afford accommodation alone in the College compound for the candidates for instruction; subsequently we were induced to recommend 5 rupees a month, on condition that the candidates proved themselves, to have acquired a preparatory education tested by examination, and pledged themselves to take Military Service.

Fifty such students are to be received, and two masters appointed; one for Anatomical, and another for Chemical lectures.

82. On leaving College the passed students may either establish themselves as independent practitioners, or be employed by Government as Sub-Assistant Surgeons, in the discharge of the duties of medical attendant to large dispensaries; which are to be established in different parts of the country, or at stations where there is not a European Surgeon. Their salaries will range from 60 to 100 rupees a month, with a prospect of an increase, and they will have permission to practice on their own account.

83. It was also proposed that 40 Military Sub-Assistant Surgeons (Students of the Medical College) should be attached to the Army, and distributed to the head quarters of divisions.

1st Class (24) to rank as Jemadars and receive a salary of 60 rupees, with palankeen and house allowance.

2d Class (14) to rank with Bubadars, and receive a salary of 100 rupees.

3d Class (2) to rank with Subadars Major, and receive a salary of 150 rupees.

For promotions to the 2d and 3d grades, the services of 5 and 15 years at least to be required; and 20 years service to entitle the person to a pension of 50 rupees a month.

84. Besides preparing 8 or 10 Sub-Assistant Surgeons, it is expected that 20 scholars will be discharged annually from the secondary School to fill the vacancies of Military Apothecaries: a number supposed to be ample for the wants of the Army.

COLLEGE OF MOHAMMAD MOHSIN—HOOGHLY.

Opened August 1836—*3d year.*

85. It is now three years since the opening of this College, which affords us an opportunity of stating with more confidence than we could before do the success of those measures which have been in force since the establishment of the Institution; and its continued, and increasing prosperity.

86. When last year's Report was closed, there were 1251 students attending the College and Branch School, of whom 920 belonged to the English and 331 to the Oriental department. Since that time greater care has been taken to exclude youths above 12 years of age from the junior classes, but admitting them to the Upper School,

if qualified for the higher classes of it, up to 14; or is fit for the first class up to the age of 16, but not beyond this limit. Those who proved to be inattentive and negligent, have been struck off the Rolls. During the past year 298 have been admitted into the English department, and 391 have withdrawn from it.* In the Oriental department 237 have been admitted, and 253 have withdrawn. At present there are 657 in the English and 258 in the Oriental department of the College.

87. During the year the Branch School continued to increase in numbers, and the students were most regular in their attendance. Last January 170 had been admitted into the English and 57 into the Oriental department. After that period the number of applicants for admission to the English department was very great, amounting to 216, and 87 withdrew; and during the same period 40 were admitted into the Oriental department, and 32 withdrew. From want of accommodation the Principal was compelled to reject many other applications. There are now regularly attending this School 299 in the English and 65 in the Oriental department.

88. At present, the aggregate number in the Hooghly College and Branch School is 1279, consisting of 26 Christians, 299 Mohammadans, and 954 Hindoos.

89. The students have been more uniform in their attendance since last year. This seems owing in some measure perhaps to the distribution of tickets for regular attendance, the holders of which have a preference to a prize when in other respects two boys are equally entitled to it. In some of the classes the attendance of the boys

* Many of these are re-admissions.

and their anxiety to learn have been most praiseworthy, and the success that has attended their exertions has been proportionally marked.

This desire for the acquirement of knowledge has enabled the Principal to be more particular in requiring a deposit of money for the School books, and has contributed to induce the students to pay something towards the cost of their education when their parents can afford such an allowance. This has been attended with the double advantage of impressing the students and their parents with the proper value of education, and by reducing the expences of the College, will enable us to extend its influence by the formation of other establishments when favourable opportunities for that purpose offer. One instance of this extension is the Branch School at Hooghly, which has been crowned with so much success. Another Branch School on the same plan has been formed at Seetapore, thirty miles to the south-west of the station of Hooghly; and will be continued in connexion with a Persian School which has existed for a long series of years by grants made by Government. It appears from the records of this institution that a sunnud for certain lands was granted by the celebrated Aleeverdy Khan, the Subadar or Viceroy of Bengal, Behar and Orissa, for the support of the Madressa, Mosque, &c. This grant was confirmed and increased by Mr. Cartier and Mr. Warren Hastings, Governors of Bengal. A portion of this allowance amounting to 102 rupees per month has been made over to the Committee of Public Instruction; which have in contemplation to put the Persian and Arabic departments on a more efficient footing, and propose adding a School for tuition in the English and vernacular languages.

91. An Infant School, in connexion with the Hooghly Branch School, was opened on the 1st of February last

1839, which promises to be of very great use to the rising generation in the neighbourhood. By means of this School children will be enabled to commence the acquirement of much useful knowledge two years younger than is usually the case, and to devote the time now passed in idleness and in the formation of bad habits, to the acquirement of elementary knowledge. By this means also a more lasting impression will be made upon the minds of the students; more proficiency in the language will be acquired, and a greater love of their studies will be ensured.

During the three first days after the opening of the School 56 children joined it, of whom 53 were Hindoos and 3 Mussulmans.

From a subsequent account we find that 100 children are now on the list of this School, and so popular is it becoming, even among the rich, that some Native gentlemen send their children daily from a considerable distance to receive the instruction which the School affords. This is to be attributed not only to their desire that their children should have a good English pronunciation, but also to the more intimate intercourse which is allowed amongst children of all castes and conditions at that early age: but which may, and in some few cases does, prevent the rich sending their children to Government Schools when they are older.

92. The improvement which the students of the College have made during the last year will be seen from the remarks of the Examiners. Our late Secretary kindly undertook the examination of the 1st Class; and the following is an extract from his Report:

"First Class Senior School. This contained nineteen scholars, each of whom I examined separately in a passage

from Milton which I required them to explain and analyze."

"This class have decidedly improved since last year. The majority is deficient in pronunciation and read slovenly. There were only five who appeared to me to read respectably. The youths have never studied in class the part selected, and it contained some difficulties of construction. I consider the performance of seven noted in the margin, to have been creditable and evince care in their tuition. Boloram Biswas is the best of these, and next in order of merit is Digamber Biswas."

Boloram Biswas.
Digamber Biswas.
Jadobchunder Mittre
Bhobanichurn Mullick.
Ramchand Pine.
Iswurchunder Muduck.
Banimadhub Banurjee.

93. "The whole of this class demonstrated viva voce to me a difficult Theorem of the sixth Book of Euclid, and I find that the performances of only five were indifferent. That of the rest varied in quality, the three best were Boloram Biswas, Jadobchunder Mittre, and Digamber Biswas."

"The skill in Algebra of this class was tried by a scheme of 17 questions; a few difficult. The general performance of the whole is satisfactory. The best exercises are those of Jadobchunder Mittre and Digamber Biswas. I award the prize of Mathematics to Jadobchunder Mittre."

94. "In Natural Philosophy and Astronomy they were tried by schemes of 25 and 12 questions, and their answers given are generally correct. The paper of Digamber Biswas is the best, and he should receive the prize."

95. "In Geometry and Algebra the 2d Class were tried by a scheme of five questions. John Reves's exercise is, on

the whole, I think, the best; but those of Kalidas Mukerjee and Grishchunder Ghose, are nearly equal. The two noted in the margin have shewn expertness."

Srinauth Dutt.
Nurruttom Mullick.

96. Mr. Samuells, the Visitor of the College, examined the 2nd Class in Literature, and reports as follows:

"Kalidas Mookerjee, Grishchunder Ghose, Nuruttom Mullick and Hurochunder Ghose were very superior to the rest of this class in all the departments in which I examined them. Their progress since my last visit has been very rapid, and reflects great credit on their teacher, Mr. Cooper. The extent of their acquaintance with subjects not immediately connected with their course of reading showed that their studies were not confined entirely to the walls of the College, and that pains had been taken to inspire them with a taste for general Literature. The rest of the class, although decidedly inferior to the four whom I have particularized, also went through their examination very creditably."

97. Mr. Bignell, the Superintendent of Legal Affairs to the Sudder Board of Revenue, kindly examined, and has made the following remarks on the state of the 3d Class:

"I am now writing in Calcutta and have unfortunately mislaid the memorandum I made at the time of the examination. It is therefore out of my power to speak particularly as to any one of the students in this class; but I have much pleasure in recording the very favorable opinion I formed as to the proficiency of the boys generally. Their knowledge of History, Mathematics, and Geography, was highly creditable to them, and reflected much credit on the masters who directed their studies. My time did not

allow me to examine the students in Natural Philosopny or Grammar, and I cannot therefore speak to their attainments in these respects."

98. The 4th Class was examined by Mr. Trevor, the Assistant Magistrate, who states as follows as to its condition:

"I examined the 4th Class of the Upper School in their several studies, and although some were of course better than others, the examination was a satisfactory one, as far as I could judge. The four boys marked with numbers were in their order superior to the rest of their class fellows. But, without any exception, they all, by their answers, proved the care and attention of the person under whose tuition they are, and their own willingness to learn."

99. Mr. Overbeck, the late Governor of Chinsurah, examined the 5th Class, and has recorded the following opinion as to its condition:

"I have examined the 30 boys of the 5th Class with care and diligence. I spent on them upwards of four hours, and found them all deserving of praise; they are mostly on a par, but those that I have noticed on the list, ought to be regarded before the others, as I presume you cannot give prizes to every one. The mode adopted for instruction is very good, and I cannot suggest or recommend a better; the soundness is shown by its effects."

100. The twelve Classes of the Lower School attached to the College were examined, as far as practicable by Gentlemen unconnected with the Institution, and their reports are all favorable as to the plan pursued, and to the good foundation that was laid for the scholars entering upon the acquisition of higher and more important studies.

101. Much attention is continued to be bestowed on the Vernacular Department of the College. It has been regularly examined by the Superintendent, Oboychurn Turkopunchanan and other learned Pundits; and the improvement, though slow, is considerable. The plan of devoting nearly half of the School hours to Reading, Writing and Arithmetic, in the Lower Class, and translation from the English to Bengalee and from Bengalee to English in the Upper Classes, has been steadily pursued; and the rule to hold regular quarterly examinations, and to offer prizes to the most proficient at the Annual Examination so as to encourage attention to these most necessary branches of study, has been strictly adhered to.

ANGLO-PERSIAN CLASS.

102. This class now forms three divisions; an arrangement which has been found necessary in order to classify the scholars, and to afford the Mohammadan students, attending the College, an opportunity of acquiring a proficiency in the English language.

The progress of this department during the past year, though slow, has been more satisfactory than before, and the introduction of tickets for regular attendance has been of great use. Indeed some of the scholars have attended regularly for several months together; and as an additional incentive to exertion, larger pecuniary prizes were bestowed than were granted in any other classes of the Lower School.

BRANCH SCHOOL.

103. The state of the Hooghly Branch School will be understood by the following remarks of Mr. Samuells, who kindly examined the Senior Class.

"The progress of this class during the single year which has elapsed since its formation is in the highest degree

satisfactory, and reflects great credit on the perseverance and abilities of the Head Master, Baboo Parbuttychurn Sircar. Their reading and pronunciation was exceedingly good, and such as I certainly did not expect to hear in a class which had been so very short a time under tuition. Their explanations showed that they understood thoroughly what they read; their colloquial knowledge of English is of course slight, but it was hardly to be expected that it should be otherwise, and great improvement in this point will, however, be looked for at the end of the next year. A number of the boys were so very much alike in their acquirements in Literature that it became somewhat difficult to select any particular individual for the prize. Juggessur Ghose, however, has, I understand, distinguished himself particularly during the whole year, and I therefore would award the prize to him although there are several others whose marks would place them on an equality. The prize for Geography, Arithmetic, and Writing, I would bestow on Nobinchunder Chatterjee, and that for regular attendance on Prankisson Chatterjee. I may remark as a proof of the thirst for knowledge which distinguishes these boys that no less than thirteen pupils in this class hold tickets, which show that they have attended the School during the four quarters without a single day's intermission."

104. Mr. Trevor and Mr. Ward, Assistants to the Magistrate, and Baboo Hurrochunder Ghose, Sudder Ameen, and Baboo Joykissan Mookerjee, examined the five Lower Classes of this School, and made favorable reports on the state of the School, and of the intelligence and diligence of the Masters both in teaching English and Bengalee.

ORIENTAL

OR

MOHAMMADAN DEPARTMENT OF THE COLLEGE.

105. This Department has continued to improve during the last year, although the endeavour to introduce a more systematic plan of study, and a more regular attendance of the students at fixed hours, has not been followed by complete success: still, the improvement has been considerable, and we trust will continue to advance.

106. A very important improvement has been introduced to a certain extent by dividing this Department into Junior and Senior Classes, and laying down a scale o acquirements, which are to be tested by actual examinatio before a student of the Junior Classes of the College an Branch Schools can be considered eligible for a place i the Senior Classes. By this means it is hoped a greate degree of emulation will be introduced among the students, and a better foundation laid for acquiring easily and satisfactorily the higher branches of Persian and Arabic Literature. The acquirements considered necessary before promotion to the senior department are as follows:

I. The Student must read Persian with fluency, and explain with accuracy any portion of the Akhlaq Mohsenee.

II. He must know the principles of Grammar, with the Etymology of any common word; and be able to translate from Hindee or Bengalee, into Persian.

III. He must know Arithmetic as far as the simple Rule of Three.

107. The state of this Department of the College will be seen by the report of Captain Ouseley, who examined the Arabic and Persian Classes; assisted by Moulavies Hafiz Ahmud Kubeer, and Abdoor Ruheem. The following is an extract of their report:

"Very few of the students have attained any remarkable proficiency in the higher branches of Arabic Literature. In Mohammadan Law only four students were found capable of undergoing an examination in the Hidayah, and no more than ten presented themselves for examination in the Law of Inheritance. The proficiency of the majority of those students will however bear a favourable comparison with that of any who were examined last year, and the general attainments of the main body of the students in the Elementary Books upon Law, Grammar, Rhetoric, and Logic were respectable and satisfactory."

"The knowledge of Persian and acquaintance with the Regulations of Government, displayed by the students, were such as to reflect credit on their instructors in those departments."

"The scheme of prizes does not include a reward for proficiency in the department of Hiate Angrazy, or the European system of Astronomy, but I beg to recommend that the sum of sixteen rupees be conferred upon Ali Asghar for his creditable acquirements in that branch of study."

108. "At the request of the Principal, I also examined the boys of an Elementary Class attached to the Branch School. Their general progress in Persian and Hindoos-

tance appear to me highly promising, and as provision has been made for conferring prizes on the best scholars among them, I have the pleasure to annex a list of the names of those whom I considered most deserving of reward."

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109. The purchase of the Premises at present occupied by the College is nearly completed, and as means have been devised for the accommodation of the College during the progress of necessary additions and extensive repairs which the present building must undergo, we expect the whole will be completed before the expiration of another year. We shall then have a building, on very moderate terms, worthy of the importance of this College.

110. In our Secretary's reply to the reports, of which the above is a summary, we had only to recommend a continuance in the same plan, and to point out the necessity of strict adherence to the Rules inserted in the Appendix (No. 1), more particularly as to discipline; and at the same time the necessity of affording the students an useful and solid foundation of knowledge.

111. We had pleasure in transmitting our thanks to the Gentlemen who had so kindly examined the College, and we trust they will continue to take the same lively interest in the success of this large Institution which has proved hitherto so satisfactory and promises to accomplish so much good to the country, by the diffusion of useful learning amongst its inhabitants.

112. A Deputation of our body, consisting of our President, Sir Edward Ryan, the Hon'ble W. W. Bird Mr. Smith, Mr. Halliday, Mr. Grant, Captain Birch, Mr

Sutherland, Nowab Tuhour Jung Bahadur, Baboo Russomoy Dutt, and Dr Wise, visited Hooghly on the 23d February, for the purpose of inspecting the College and its Branch School, and of distributing the prizes awarded to the successful students at the last Annual Examination.

113. The following is the report which the Deputation forwarded, and which we have adopted:

"We first visited the Branch School at Hooghly and were gratified by the order and regularity which this flourishing Institution exhibited. The inspection of the recently established Infant School was equally gratifying. The interest which the native residents take in this School, and the number of children already attending, induces us to believe that it will become a most useful Institution."

114. "We next visited the College at Chinsurah, and were much pleased with the order and arrangement of this large and important Institution."

"Several of the scholars read passages in Poetry and Prose, with correctness and intelligence; and we were pleased to find that the deficiencies which we noticed last year, in the first Class as applicable to their Reading, and to their knowledge of Natural Philosophy, had been corrected. The manner in which they answered in writing a series of historical questions, which had been previously forwarded by one of our body, proved that much attention had been paid to this important branch of study."

"The Deputation feel great pleasure in expressing their sense of the zeal and industry with which the late Principal, the Professor, the Head Masters, and other Instructors

attached to the Institution, discharged the respective duties entrusted to them during the past year."

JESSORE SCHOOL.

Opened June 1838—1*st year.*

115. This Anglo-Vernacular School was commenced by local subscriptions, and we appointed a European Head Master, qualified to instruct pupils in the English as well as the Vernacular languages; and two Bengalee Pundits.

The popularity of the School was shewn by the number of scholars which rapidly reached to 121, and it was found necessary to appoint Assistant Masters for the Junior Classes.

From the recent establishment of this School, it has not been considered necessary to give a detailed report of its state for this year.

DACCA.

Opened in 1835—3*d year.*

116. This School is situated in a large and ancient City, amidst a population eager to learn the English language, and has gradually increased in popularity, under the fostering superintendence of an active Local Committee, and the judicious and persevering exertions of intelligent Masters.

Since the last Annual Report twenty-six have been added to the list of scholars, making the aggregate number 340, divided into eight Classes; under seven English Masters, and four Bengalee Pundits.

117. The Annual Examination took place in January and February, in presence of the Local Committee, and a large assembly of the inhabitants, both European and Native.

118. The first Class had advanced in Algebra as far as Quadratic Equations, and was in the 4th Book of Euclid. The Students solved several questions accurately, and demonstrated four Problems before the Examiners. They then underwent the ordeal of a strict examination in translation; and some of the boys sketched the Maps of Europe and India upon a board, without any assistance, making out the latitudes and longitudes of the principal places.

119. The students of the first Class have studied Arithmetic, and can solve all the propositions to be found in the books treating on that science. They have also commenced writing English Essays.

The pronunciation and reading of the other Classes were also found to have considerably improved.

120. In order to diffuse as much practical information as possible with the studies of the senior scholars, we suggested that in addition to the exact sciences, as taught at the Dacca School, a system of Book-keeping be introduced in the Senior Class; and that the pupils of the Junior Classes be taught Mental Arithmetic and "Lessons on Objects;" both of which will engage their attention, and convey useful information.

COMILLAH.

Opened 20th July 1837—2d year.

121. This School has been so recently established that little can be expected from it. The boys are still young: but they are intelligent, eager to learn, and attentive to their instructors.

Eighty scholars regularly attend this School, and it was examined on the 11th, 12th, and 13th of December, by the Local Committee. The scholars afforded satisfaction to the Examiners, considering the short time they had been under instruction, and prizes were awarded to the best boys. The particulars of this Examination were not received in consequence of the abrupt manner in which the Master left the station. The School has since been much improved by the appointment of another Master under the careful superintendence of a new Local Committee.

122. In November a new School-house was opened which had been constructed by the liberality of Government, and by private subscriptions; which amount to 100 rupees a month. These subscribers are allowed to send children free to the School, in the proportion of their subscription, at the rate of eight annas for each scholar. Indigent boys are allowed to join the School free. The cost of the School books, &c. are mostly paid by the scholars, or from the local subscriptions.

123. From the distribution of tickets for regular attendance, and giving a money prize to the boy who attends most diligently, greater regularity than hitherto will be obtained, and it is expected at the next examination a considerable advance will be made in the studies of the scholars.

CHITTAGONG.

Opened January 1837—2d year.

124. At the close of 1838 there were 120 boys attending this School; of whom 117 were Hindoos, 2 Mahommadans, and one Christian; which exhibits an increase of 59 in the number of scholars since last year.

125. No great improvement has taken place in this School during the year, and the studies are still elementary; the Senior Class being engaged in perusing the English Reader, No. 2; the first part of Lennie's Grammar; Cliff's Geography; Arithmetic; and Writing. In Bengalee they are reading the Dig Durshun.

126. This backwardness in the School may be attributed in a certain degree to the great disadvantage which it has continued to labour under of frequent changes in the Masters, from sickness, and other causes; and the difficulty experienced in filling their places, from the position and distance of the station from Calcutta.

127. There are several local circumstance which may also account for the present state of the School. The population of Chittagong consists of a large proportion of Mahommadans, who are less inclined than the Hindoos to learn the English language. It is stated that if instruction were given in the Persian language it would induce the Mussulmans to send their children to the School. This, however, is problematical.

128. Besides the Mussulmans and Hindoos, there is a population of 4,000 Portuguese who reside at this station, in a state of the most lamentable ignorance and abject

poverty. They are all Roman Catholics; and a School has been recently opened for their special benefit, which, although not so numerously attended as the Government establishment, diminishes the number that enter our School.

129. When the Government School was established it was supposed that a local subscription of 70 or 80 rupees a month would cover its expences, with the exception of the salary of the Head Master. This, however, has not been found to be the case, and the average monthly expence is now Co.'s Rs. 450. We beg to subjoin an extract from the reply of our Secretary to the Local Committee, written with reference to the state of the School, and the appointment of an efficient Master:

"The School will now, it is hoped, assume a different aspect, and show decided improvement at the next Annual Examination, so as to justify the continuance of a Seminary which has not hitherto manifested a degree of improvement commensurate with the means expended on it."

BAULEAH.

Commenced 20th June 1836—3d year.

130. We have been disappointed at neither receiving the report of the examination, nor the Head Master's letter regarding the progress of this School for the year 1838—an irregularity which we trust will not again occur. At the end of 1837 there were 141 scholars, and from the 4th quarterly return of 1838 we find that there was then 171, of whom 164 were Hindoos, 5 Christians, and 2 Mahommadans. These scholars were divided into 8 classes, of which the first class was engaged in perusing the sixth number of the Reader, the History of England and India, Homer's Iliad

with Geometry, and had finished the first Book of Euclid. This class has proceeded in Algebra to Quadratic Equations, is revising Decimal Fractions (in Arithmetic), and is learning Geography, and the use of the Globes.

131. From the absence of the annual report, we cannot suggest any alterations; but we trust in future that the regular transmission of the reports of this School and a more active superintendence, will render it one of our best establishment; which we were led to anticipate by the position of Bauleah, and the success of the School during the previous year.

DINAJPORE SCHOOL.

Opened 27th June 1838—1st year.

132. Soon after the opening of this School 50 scholars were enrolled upon the books of the School. These youths were principally Christians, the sons of pensioners residing at the station, and Hindoos. This School affords instruction in the Vernacular, as well as in the English language.

On account of the recent establishment of the School, and the elementary nature of the attainments of the scholars, no public examination or distribution of prizes took place this year.

SECTION II.

ORISSA.

133. There are the Pooree and Midnapore Schools in this Province.

Besides the Government School of Pooree, there is a flourishing School at Cuttack, supported by subscription; and at Balasore there is great inducement to commence a School, the inhabitants being docile and intelligent, and desirous of affording their children an opportunity to learn the English language, for which they are ready to pay a certain sum towards defraying the expence of the School. The state of our funds, however, will not admit of this additional expence.

POOREE.

Opened in November 1835—3d year.

134. The Pooree School since its establishment has been slowly progressing. This is to be attributed to the apathy of the inhabitants, who chiefly consist of [illegible] belonging to the Temple of Jogurnauth, and the consequent want of that eager desire to acquire the English language which generally pervades Bengal.

135. During the last quarter, however, the scholars were more regular in their attendance, and more advanced in their acquirements than before; and it is hoped that in another year the progress of the School will be still more satisfactory.

In July 1836 there were attending the School,	25
In June 1837,	33
In June 1838,	43

Besides this School there is a Sanscrit Class, and several Vernacular Schools; conducted by six Oreah Teachers, under the direction of the Local Committee. There are the names of 75 scholars upon the rolls of these Schools.

136. The School-room is kept in repair; and the Native Teachers paid by sums collected by the subscriptions of the European and Native residents. The donation from Natives amounts to 576 rupees, and the quarterly subscriptions to 20, and annual to 285 rupees.

MIDNAPORE SCHOOL.

Under our charge since September 1835—*3d year.*

137. This School continues to improve in the number of its scholars, and in the more advanced studies of the senior Classes. At the end of the year 1836 there were in 1837, 118; and at the end of 1838 there were 134 pils; of whom 117 were Hindoos, 7 Mussulmans, and 6 tians.

This increase in the number of the pupils is stated to be owing to the abolition of the Persian language from the Courts, a measure which has made the people sensible of the advantage and utility which the Anglo-Vernacular studies at our Schools afford.

138. In consequence of frequent applications for admissions, and the ability of many of the parents to pay for the education of their children, a fixed monthly fee, varying from 4 to 8 annas or to a rupee a month, is charged from them. The sums thus realized contribute to pay a portion of the salary of Teachers and other charges.

139. Much credit is due to the Head Master for the diligence he has displayed in the performance of his duties. As these and the responsibility of his situation have been much increased by the accession of new scholars, we

at the recommendation of the Local Committee, have given him an increase to his former salary.

SECTION III.

EASTERN PROVINCES.

140. In these provinces are included Assam, Arracan, and the Tenasserim Provinces.

ASSAM.

141. In the year 1834 the Agent to the Governor General proposed a system of Public Instruction in the Province of Assam. One quarter of its cultivated lands have been bestowed by the former Rajahs on Brahmuns, Dolies, and other religious sects and foundations, without diffusion of any useful knowledge, as they only appear to keep up a few Schools in which Sanscrit was alone taught and the Shastres studied. The inhabitants had everything useful to learn, and they are nearly all reduced to the same low level in regard to property. The duties of Public Offices were nearly all carried on by natives of Sylhet and Rungpore, and the old families were losing all influence in their own Province, from the pride of ignorance which considers learning as a mean accomplishment, and believes it dangerous to permit females to acquire knowledge. Thus, debarred from situations which lead to power, or decent maintenance, the Assamese require to be assisted from without, in order to improve their present condition, by establishing Schools in the Province; as even those parents who can afford to pay for the education of their children are ignorant of its importance; and are deterred both by the remoteness of any advantageous effect it may have upon the future prospects of their offspring

nd also by the apprehension of the change which it may ork upon the religious opinions now prevalent. These Assamese are intelligent, and are most ready to be led by us, heir European Rulers, in every thing that does not direct- y infringe upon their superstitions, to which they are wed- led with all the bigotry to be expected of a race in a state ittle removed above barbarism, and lately converted by a foreign priesthood, who imparted a semblance of much learn- ng, and who obtained wealth and power as they continued o impose their bonds on the understandings of the people.

142. It was proposed to commence the great work of vilization by giving instruction to a few selected As- mese youths of rank in Calcutta; but native prejudices, the dissipated habits they would probably acquire in rge capital, would most probably entirely defeat the ct in view.

t was also proposed by the same able Officer (Captain Jenkins) to form Schools at Gowalparrah, Gowalput- , Durrung, Nowgong, and Bishenath; at each of which itions there was an European Officer who would attend its welfare. As such village Schools were found too xpensive, with reference to the means put at our disposal, nd differing from our plan of education, the suggestion vas not acceded to; but as soon as our means would ermit, a School was formed at Gowahattee.

GOWAHATTEE.

Opened in June 1835—*3d year.*

143. The donations which have been made to this School, are a sufficient proof of the estimation in which t is now held by the principal inhabitants:

In 1836. Juggoram Phorgharee Pholar gave for the School, ... Rs. 1000

„ 1837. The Maha Raja of Cooch Behar ditto, 1066 1

„ Draram Buruwa ditto, ... 1000

3066 1

This sum is placed out at interest, and the proceeds are employed for purchasing prizes.

144. At this School the English and Bengalee languages are taught; and since its establishment the School has been slowly though satisfactorily improving.

It consists of a Sanscrit, Persian, and Bengalee Department, besides the English School. The two former branches are supported by Local Funds with which we do not interfere; but as the expence incurred in the latter is paid by us, we suggested that new scholars should be refused admission into the Bengalee Department alone; and that those who wish to study Bengalee should be required to study English also, so that the vernacular may be simultaneously taught with the English language.

145. The Annual Report for 1838 exhibits on the list 194 boys; of whom 85 attended the English Classes, 104 the Bengalee, and five the Sanscrit Department.

The first Class was reading Wilson's Chronology, Yates's Elements of Natural Philosophy, English Grammar, the use of the Globes, and Arithmetic, with Translations and Composition. As this Class consisted only of three boys, we suggested that they should be incorporated with the second Class, so as to create emulation

among the boys, and prevent unnecessary trouble to the Head Master. The Committee recommended also the introduction of some more interesting Historical Work than Wilson's Manual; such as Voltaire's Charles XII., Robertson's Charles V., or some such Classical Work, as would give the students a connected view of a portion of history, at the same time that it would interest them, and improve their literary taste.

146. With the other studies of this Class the introduction of "Lessons on Objects" was recommended, as an admirable method of creating an interest in the studies of the School, and as an agreeable manner of imparting useful information. The introduction of Book-keeping in the Senior, and Mental Arithmetic in the Junior Classes were recommended as deserving attention.

It was also suggested that incorrigible pupils should be expelled, so as to save much of the valuable time and attention of the Head Master; and the idle scholars to be cautioned as to the necessity of being attentive and regular.

147. Considerable improvement was made during the year in the pronunciation, and in the attention of the Junior Classes. In order to induce the scholars to remain longer at School, the Local Committee was requested to use their influence with the residents, to encourage them to retain their children longer at School in order to qualify them to fill with credit to themselves and advantage to Government, the higher situations of trust now open to them.

148. The translations which were forwarded, though indifferent, were by no means discreditable to a School of three years standing.

ARRACAN AND TENASSERIM PROVINCES.

150. These provinces were ceded to Great Britain by the King of Ava in the year 1826, and contain five Schools supported by Government.

ARRACAN.—This province is divided into Akyab, Ramree, and Sandoway, districts.

In 1837 our President, and Captain Bogle, the Commissioner, brought the state of education in Arracan to our notice.

150. No complete measures had then been taken to extend the benefits of education to Arracan upon a wide and permanent footing, although it was indisputably entitled to as much notice as many of the divisions in which Schools had already been established; and we were urged to take the subject into our consideration, and assign to Arracan such a portion of the Funds at our command, as might appear proper for the support of one School at each of the Sudder Stations of the districts of Akyab, Ramree and Sandoway.

151. The prospects of extending education in Arracan were very favourable; as the Mughs are much more free from religious or other prejudices than the people of India; generally they possess good natural abilities, and independent feelings, and it is customary for parents to place their children under the Priests, or Phoongees, for tuition on a footing highly advantageous to the instruction of the pupil.

152. In every village there is a temple or small convent in which reside a number of priests, strict ascetics, bound

to celibacy, and generally adhering to their professions with a zeal that would shed lustre on the divines of more civilized countries. The Phoongees take no concern in worldly affairs, they have never been known to meddle in politics, and they possess no lands or riches. The "Keoung," or house in which they dwell, is built, repaired, and cleaned by the villagers; and every morning and evening the Phoongees are to be seen traversing the village with shaved heads, and humble aspects, clad in a yellow silk robe, silently counting their beads as they go along, and followed by all their pupils or disciples who vary in age from 5 to 15, or 18 years, each carrying a gourd or other vessel, into which the villagers unasked pour whatever grain, fruit, or other things acceptable to the priests they feel disposed to supply. Money is seldom given; indeed Burmese "Phoongees" will not take it; and it is not common for them ever to ask for any thing, and notwithstanding their unobtrusive character, and the irreligious temper of the Mughs generally, nothing can exceed the attention paid to these priests.

153. Upon the food thus obtained the whole convent subsists, and to the care of the Phoongees, the majority of the boys are consigned for the purpose of being educated; and during the time they are under their control they seldom return home except on extraordinary occasions. They remain in the Keoung day and night incessantly learning to read and write, but they are under little restraint, beyond the fear of their parents, who would chastise them severely where they to incur the displeasure of the holy men, by absenting themselves from the Keoung.

154. The Phoongees instruct their pupils in every thing they themselves know, including all the rites and doctrines of their religion, and when the youth comes to

manhood he may either become one of the brotherhood, or return to his parents and the world, as he thinks proper.

155. The education these good men can impart is of course very limited, but nearly every Mugh can read and write; and so sensible are the parents generally of the advantages of instruction, it was believed that if the Government established four good Schools, where English and Hindoostanee, Arithmetic, Geography, Land Surveying, and Mechanics were taught in addition to the vernacular language, the number of pupils would be very large indeed; for much as the Phoongees are respected, the parents will without doubt send their children wherever they can be best educated.

156. The Reverend Mr. Fink had established in 1832 a School by subscription; but the funds so collected had become so inadequate, that he resolved to close the School in 1837. There were at the time 43 boys, sons of respectable persons, attending the School, and their progress had been satisfactory.

It was stated that after School hours the boys generally went home for an hour or two to dinner, then returned and played till dark, when they retired to the School-house to sleep, with the approval of their parents, who seemed to have no apprehensions of their acquiring any opinions at variance with their own.

157. It was proposed that an Academy should be formed upon the principles of an English establishment, at which the boys would be permanent boarders, the parents either paying for their maintenance, or sending them daily the food ready dressed which is a common custom in Arracan. To such a School Gymnastic and other

healthful and manly exercises were proposed to be added. Such an establishment was first recommended to be commenced at Akyab and Ramree as a Day School.

In consequence of the great difficulty of acquiring even a colloquial knowledge of the Mugh language, and considering the importance of affording the youths a knowledge of the Hindoostanee, it was deemed expedient to give instructions in this, as well as the Mugh dialect. The studies of both these languages appeared to be necessary owing to the proceedings of the Courts being conducted alone in these dialects.

158. In addition to such studies as are usually pursued at such seminaries, the advantage accruing to the state by rearing a set of young men acquainted with land surveying was pointed out, and it was resolved to commence the study of this branch of science, with plan-drawing as soon as circumstances would permit.

In March 1838, Government authorized the formation of a School at Akyab and Ramree, and 1,500 rupees was allowed for erecting the School-houses, and they have only lately been completed.

AKYAB.

Opened in 1838—1*st year.*

159. This School consists of an English department, and a vernacular, including Urdu and Mugh teachers. A substantial School-house, and dwelling-house was built for the master, and the School had soon 74 boys on its rolls; of whom the large proportion are Arracanese, with three

Anglo-Arracanese, and three Bengalees. These scholars are divided into seven classes; of which the senior class is employed in Reading, Grammar, Geography, Arithmetic and Writing.

This School has become popular, and the scholars are intelligent and attentive. From its recent origin no regular report of the School has been received.

RAMREE.

Opened in 1838—*1st year.*

160. This School consists of the same number of departments and studies as Akyab. Soon after its establishment 40 boys were enrolled upon the books of the School, and were very intelligent and attentive. Their studies are now elementary, being engaged in perusing the English Reader No. 1, and explaining in the vernacular language; the Elements of Geography and Grammar, and lessons on objects.

TENASSERIM PROVINCES.

161. These Provinces include the districts of Martaban, Tavoy, Mergui, and Tenasserim.

It was proposed to form a central School at Moulmain and branch Schools at Tavoy and Mergui, in which the English and vernacular languages should be taught. For this purpose Government made a separate grant of 500 rupees a month for the Schools in this Province.

MOULMAIN SCHOOL.

Opened in 1835—*4th year.*

162. The Annual Report and examination roll exhibits a more advanced knowledge in the English language though the number on the rolls of the School continue much the same. At the end of the former quarter there were 55, and at the end of the last quarter of 1838, there were 53 attending the School. Of these 25 are Christians, 17 Burmese, and 4 Chinese and other tribes. This shews that the number is less by two, than what attended at the last Annual Examination. The studies of the boys are still elementary. The first class is perusing English Reader No. 4, with Grammar, Geography, and Arithmetic. The boys are also employed in translations.

163. As some of the boys were marked as irregular, we requested that after due admonitions had failed, such boys should be excluded from the advantages of the School. It was also recommended to distribute tickets for regular attendance, and award a prize in each class, at the end of the year to the boy who had obtained most tickets, and given greatest satisfaction to the Master.

As a further incentive to exertion the Committee agreed to the proposal of the Commissioner to send four clever Burmese boys from this School to finish their English education, and to study the Science of Medicine at the Medical College; a small allowance being made out of the local grant for their subsistence.

DIVISION II.

BEHAR PROVINCE.

164. This is one of the most fertile and best cultivated Provinces in Hindoostan; and the scattered population have fewer opportunities, and less inclination to avail themselves of education, than the inhabitants of Bengal. The utility of an English education is consequently not yet properly felt, and the Schools are not so well attended nor the scholars of the senior classes so far advanced as those of many of the Schools in Bengal, in consequence of the short period generally devoted to education.

PATNA.

Opened July 1835—*4th year.*

165. At the end of the year there were one hundred and four scholars attending this School, of whom 17 were Christians, 13 Mahommadans, 25 Western Hindoos, and 49 Bengalees. This shews a falling off of 5 pupils since the end of last year. Of the 51 removals, 8 were in consequence of having obtained employment, 4 were readmitted, 18 left Patna, and the rest withdrew from the School without any assigned reason.

166. The present scholars are divided into six classes, of whom four youths form the first class. They are employed in studying, Arithmetic, Algebra, Geometry, Geography, Natural Philosophy, and History. The improvement of this, and of the other classes since last year has not been great, owing to the want of a proper system

in the School, and to the indifference of the people to the advantages of an English education.

167. In like manner from not adhering to the exclusion of grown up men, the classes are filled up by them to the detriment of more promising young scholars. It is hoped the above defects have been already, in a certain degree, remedied; and we look forward with considerable hope, to a great improvement in the School next year.

BHAUGULPORE HILL SCHOOL.

Commenced in 1823—16*th year.*

168. At the end of 1837 there were 104 boys attending the School, and at the annual examination at the end of this year, there were 105 scholars; of whom 29 attended the English, and 76 the Hindee classes.

169. At the end of the year the first class was engaged in perusing No. 1, English Reader, could make a literal translation of it into Hindee, and could parse an easy sentence. In Arithmetic they knew the four simple and compound Rules, and had advanced as far as Reduction.

The Local Committee expressed their approbation of the general manner in which the School had been conducted during the past year; and attributed the little improvement in the English classes, to the advanced age at which the scholars commence, to the short time they continue their studies, and to the prevailing sickness among the students. It is hoped that by the restriction of admission to students of a certain age, and the appointment of an energetic Master, the School will continue to improve.

170. The specimens of English and Hindee translations, which accompanied the report, were very creditable considering the short period the scholars had been employed in such studies.

171. The Hindee classes were employed in reading Prem Saugur and Bythal Pucheesee, and explaining the words in the vernacular Hindoostanee; which the Local Committee considered altogether useless, and recommended their being laid aside. They intend that the scholars commence English as soon as they are able to read and write the vernacular Hindoostanee, and have learned the Hindee tables and rules of Arithmetic sufficiently, for common purposes.

The scholars of this School receive an alimentary allowance, and it is the only deviation from the orders of the 5th March, 1835, in our Schools with regard to stipends. As the School is supported by Government for political reasons, we abstained from enlarging and remodelling this institution, but have in consequence established the Bhaugulpore Institution on different principles and at a more central situation, for the convenience of the inhabitants.

BHAUGULPORE INSTITUTION.

Opened the end of November 1837—*2d year.*

172. As the School had been so recently established, and the studies of the scholars so elementary, a report was not required last year. In July 1838 there were 52 scholars attending the School, and at the end of December there were 42. The reason assigned by the Head Master

for this fluctuation in the School, and for its being attended chiefly by Bengalees, for the most part advanced in age, was the extreme poverty of the scholars, and the vain expectation of some of them to gain a stipend by joining the School.

173. The scholars now attached to the School are the connexions of persons attached to public offices, and the sons of residents who are more permanently established in the town, have independent resources to look to, and are regular and attentive to their studies.

The scholars are still employed in reading short sentences, in spelling, and in learning the first principles of Grammar.

This Institution has made little progress, and has somewhat disappointed our expectation.

ARRAH SCHOOL.

Established in 1837—2d year.

174. At the end of 1837, there were 35 boys attending the School, and at the end of September 33. These are divided into 5 classes, of which the senior class consists of five scholars, who are now employed in reading Grammar, Geography, and Arithmetic. They also write on slates from dictation.

175. This School has suffered from two changes of Masters, and a long interval during which instruction in English was neglected: the School is consequently still in its infancy. The desire to learn the English language, and its science and literature, although feeble, is, considering the natural prejudices of the natives "against any thing foreign," still

as much as can be expected; and we participated in the anticipations of the able Secretary to the Local Committee that "at a period not far distant I have no doubt, the instruction received will be considered a boon; when proper behaviour and regular attendance will follow, and all sluggishness will be quickened."

CHAPRAH.

Opened in December, 1838—1*st year*.

176. This School, your Lordship is already aware, originated in the munificent donation of Raja Chottrodhari Sahae. A commodious School-house was built in an eligible part of the station, and a sum of 200 rupees per month was allowed for the expence of the School. The prominent object of study being literature and European science; while the Urdu and Hindee are efficiently cultivated.

177. During the first quarter, after the opening of the School, the number attending it amounted to 44. A public examination took place on the 6th of April 1839; and considering the short time since the School was established, the Local Committee were pleased with the result. But as the most advanced scholars had received some knowledge of the English language at the Chuprah Institution, the progress of the School, and the efficiency of the Master will be better judged of at the next examination.

DIVISION III.

ALLAHABAD DISTRICT.

178. In this, and the following division, the offices in which the natives are desirous their children should obtain situations, are chiefly attached to the Courts of Judicature

and Revenue; for which an acquaintance with Urdu, in the Persian character, is indispensible. The English writers in the offices of this Province are nearly all Bengalees.

The higher situations of trust which are now open to the natives of this province are for the most part held by persons who have often little to recommend them beyond the long period which they have held official situations in the Courts, where they have acquired habits of business. It is the elevation of such men to situations of trust and emolument; whose natural disinclination to innovation, with the pride of birth, and the dislike to a mixture of all castes in the Schools, have prejudiced many parents against an English education. In consequence, the greater number of children attending our Schools in this Province are Bengalees, and it proves how necessary it is to encourage the attendance of Mussulman, as well as Hindoo scholars, by rewarding those who have risen superior to their prejudices, and have prepared themselves for filling important trusts with intelligence and fidelity.

BENARES COLLEGE.

Founded in 1792—47*th year.*

17°. At the close of 1837 there were 177 students in this Institution, of these 105 were stipendiary, receiving from 2 to 3 rupees a month, and 72 non-stipendiary scholars. At the end of 1838 these elementary students were reduced to 85, and the non-stipendiary to 60 students, so that there were 32 less in the total number of students attending the College.

The students of this College were examined by the principal Pundits, and acquitted themselves creditably in their different studies.

180. The study of Law and Mathematics has been encouraged during the year, but little inclination was shewn by the students to these important branches of science, more particularly to the cultivation of the exact sciences.

Two of the law students wrote answers to several questions on Hindoo law put to them by the Superintendent, in his presence, and without any assistance. Their answers shews that the study of law does not hold that prominent place among the students which it bears in the Sanscrit College at the Presidency. As an encouragement, however, we awarded pecuniary prizes to both the students.

181. To render their scholastic knowledge more useful the study of Arithmetic was also recommended to be introduced, as its study had been found beneficial to the students of the kindred College at Calcutta.

BENARES SEMINARY.

182. On the 31st December 1837 there were 147 students, and on the 1st January 1839 there were 126, exhibiting a diminution of 21 scholars during the year. The Head Master attributes this decrease to the dismissal of the irregular and inattentive scholars from the School, and partly to the listlessness of some of the junior masters, and their want of interest in the prosperity of the Institution. The orders passed by the Local Committee, and the vigilance of the Head Master will, it is hoped, prevent a recurrence of such a state of things in future.

183. In some instances the youths leave the School as soon as they know the rudiments of the language, in order

to fill inferior situations as clerks or the like; and rather throw discredit on the College. To remedy such evils requires time and attention. We proposed that the scholars be first taught to read correctly, and understand thoroughly the grammatical construction of sentences, and other elementary branches of knowledge, such as mental Arithmetic, Composition, Geography, principles of Natural Philosophy, &c.; such a foundation will render their future progress easy and satisfactory. It was also recommended to give a practical bearing to their studies, and the prospect of respectable employment under Government, to persons possessing a superior knowledge of the English language; which will induce, it is hoped, many to prolong their studies so as to complete their education.

184. Though the general exercises forwarded with the annual report do not exhibit a great improvement, compared with those that were forwarded the preceding year, yet they shewed that the young men had a fair acquaintance with the subject they wrote upon; and that the Head Master, Mr. Nicolls, and his Assistants, generally performed the duties entrusted to them with zeal and attention.

185. To obtain a more regular attendance of the boys quarterly tickets of attendance were recommended to be distributed, and a prize at the annual examination given in each class to the boy who had most of these tickets, and had afforded most satisfaction to his master, by his attention and good conduct. Lessons on objects, and mental Arithmetic in the the junior classes, and instruction in Book-keeping, was also recommended in the senior classes.

186. Ramnarain received a prize for his improvement in Mathematics and Natural Philosophy, and Gobind-

chunder Bhattacharjie for proficiency in English literature. A list of money prizes was also sanctioned.

GAZEEPORE.

Established in June 1835—*4th year.*

187. The increasing number, and the more regular attendance of the scholars shews that this School has been growing in popularity since last report. At the beginning of the year there were 69 scholars: and at the close 103, of whom one is a Christian, 26 are Mussulmans, and 76 Hindoos; which is an increase of 34 scholars. The first class are likewise more advanced, as their studies, which now includes Mathematics, Natural Philosophy, Political Economy, and English Composition. The result of the annual examination was very satisfactory, the Local Committee expressed themselves as being "much gratified by the general readiness with which the boys answered searching questions of a miscellaneous character, connected with the subject of their studies." They also state that "in Geography and History, very respectable progress had been made; while nearly all were familiar with the common rules of Arithmetic independent of the other branches of instruction, they have received at the Institution." The specimens of composition forwarded we found creditable, considering the standing of the boys. We suggested a continuance of the same system of teaching in connexion with instruction on "Lessons on Objects;" and a system of Book-keeping, in the first class, in order to improve the writing and introduce a habit of neatness in the exercises of the scholars.

188. The salary of the Head Master of this School is paid by us; those of the Assistants being defrayed from

local subscriptions; and we suggested as an additional mean, to contribute to the income of this School—to exact payment from the children of rich parents, and also to charge the value of the books supplied.

ALLAHABAD.

Established in 1825—14*th year.*

189. At the end of last year there were ninety-two scholars, and at the end of 1838 there were ninety-seven; of whom 72 were Hindoos. 16 Mussulmans, and 9 Christians. These scholars are divided into six classes.

190. The state of this School is highly satisfactory; the scholars are attentive, and their progress has been considerable. The first class is engaged in reading Milton and Hume. They have finished the 6th Book of Euclid, and are advanced as far as Quadratic Equations.

The reading of the 2d class included Marshman's brief survey of History, and History of India. the Poetical Reader, No. 4, and Introduction to Natural Philosophy. In Mathematics they had advanced as far as the 4th proposition of the 4th Book of Euclid, and Simple Equations. The reading of the senior class was accurate both as to accent and pronunciation; and they could explain the construction and allusions of Paradise Lost. The second class shewed also a decided improvement on their reading of last year. Besides these studies the scholars were regularly exercised in translation and composition. This appeared to be much required from the defects in style and errors in orthography of some of the written exercises, compared with the general accuracy of thought and information which they displayed.

191. In our reply we added that "we highly approve of the system of examination by written questions; we consider this plan as essential to establish a true test, and to raise the standard of proficiency in the Institution, and we request that the gentlemen of the Local Committee, who obligingly proposed the judicious questions of which you forwarded copies, accept our thanks for their valuable aid on this occasion."

192. During the period under review attention has been paid to the classification of the students; so as to increase the number in the classes possessing nearly the same knowledge, in order to create emulation among them, and diminish the labour of the master. Instead of affording instruction in the Persian language all the scholars now learn for a certain time both the Urdu and Hindee, and the arrangement of the classes has been made as much as possible in the order of the English classes.

193. The Local Committee in their Annual Report add that the "cause of education continues to prosper at Allahabad, that its advantages are becoming more appreciated, and that the hindrances opposed to it by ignorance and native prejudice, are gradually becoming less. To lose nothing gained, to relax no efforts, and to omit no care become, at such a crisis, duties of great importance, and principally conducive to these ends are, as the Local Committee think, the selection and encouragement of able and active agents in the work."

We had pleasure in concurring with the Local Committee in their commendation of Mr. Lewis, the Head Master, and in communicating our best acknowledgements for the continued zeal of the Members of the Local

Committee; and the satisfaction the favourable report of the state of the Institution during the year had afforded us.

NERBUDDA TERRITORIES.

194. The Schools established in this district are at Saugor, Jubbulpore, and Husungabad. At the former town Captain Paton commenced the School by means of Rao Krishna Rao, a young Native Gentleman of respectable family. He was encouraged to continue his exertions by having an opportunity of improving himself in Calcutta, by the grant of a Jageer worth from 600 to 1000 rupees a year, and a salary of 100 rupees a month as a Superintendent of the vernacular department.

The Schools at Jubbulpore and Husungabad were established soon after, and are now organized on the same principles as our other Schools.

SAUGOR SCHOOL.

Commenced in May 1836—*3d year.*

195. This Institution consists of an English and Vernacular School: the former being under the direction of the Head Master, and the latter under that of Rao Krishna Rao.

At the end of the year there were 158 pupils in this Institution, of whom 27 attended the English, and the remainder the Hindee Classes. This diminution in the number of the scholars, from the number attending the School in 1836, is attributed to a severe epidemic fever with which many of the inhabitants of the town were affected,

and from the unfavourable situation, and bad construction of the School-house, in which the boys were exposed to the inclemency of the weather.

196. After some hesitation, in consequence of the small number of scholars attending the School, we contributed 1000 rupees, which, with the sum of 800 rupees raised by local subscriptions, was required for the erection of a good School-house, in an eligible situation; and we look forward with considerable confidence to a great improvement in this Institution from the energy of the Local Committee, and the desire which the natives have evinced to give their children an English education; and the pleasure the scholars shew in learning their tasks under Mr. Rae, the Head Master.

197. The scholars of the English School are divided into three classes. The most part are employed in learning the elements of the English language, such as Reading, Grammar, Geography, Arithmetic, and Translations.

We recommended a continuance in the same system of practicing translations from Hindee to English, and from English to Hindee.

The Hindee Department consists of 131 scholars, divided into six classes. The studies of the most advanced were learning the Subha Bilais, Geography, Arithmetic, and Elementary Astronomy.

198. The Hindee Department under the management of Rao Krishna Rao, is now held in his private dwelling house, and although the number is still considerable the system is defective, and the scholars languid and ignorant. This want of energy, emulation, or love of knowledge

has induced the Local Committee to send one of the Hindee Teachers to Sehore to learn the system adopted in the School at that station, under the patronage of Mr. Wilkinson.

199. On the return of this Master it is hoped he will infuse more animation and enthusiasm into the other teachers and scholars.

As another necessary measure it was decided that the Hindee and English departments should be held under the same roof, and under one superintendence, and organized in conformity with the plan pursued at our other Schools, constituting English literature and science as the principal objects of study throughout the School; but affording ample time and every facility for the efficient cultivation of the vernacular languages.

200. The attendance of the scholars is often irregular from sickness, festivals, and very frequently, with the connivance of the parents of the boys, from their ignorance and inattention to the interests of their children. To prevent the continuance of this very serious evil, we proposed that the incorrigibly idle and stupid scholars should be expelled, and monthly tickets of attendance be distributed, which will entitle the student in each class, who holds the greatest number, and gives most satisfaction to the Masters, to a prize after the Annual Examination.

JUBBULPORE.

Established in 1837—*2d year.*

201. This School remains in much the same condition as stated in our last report. There are 24 scholars attending the English, and 40 in the Hindee department. This

corresponds with the number that attended the School last year, and the studies of the 1st Class are still elementary: The 2nd number of the English Reader, Woollaston's Elements of Grammar, and Writing on Slates form the topics of their studies. The progress of the 2nd Class is more marked.

202. The general ignorance of the people to the advantages of an English Education is one cause of the slow progress of this School, in consequence of the parents removing their children before they are advanced beyond the rudiments of the language. Want of energy and tact in teaching in the Head Master has impeded the prosperity of the School, and to that may be ascribed in a certain degree the present low state of the School. This defect has been remedied by the removal of the Master and the substitution of another; who will, we trust, fulfil the expectations formed of him, and will infuse more energy, and raise the standard of acquirements in this School.

HOSSINGABAD.

Established in 1836—*3rd year.*

203. The removal of the former Master from this School, and the necessity of employing a person on the spot possessed of an imperfect knowledge of the English language, had a most injurious effect upon the School; which, under the tuition of the former Master, enjoyed much popularity. The number which regularly attend the English School, was reduced from 23 to 9; while 43 were nominally attending the School.

204. The Local Committee to raise this School in public estimation recommended the distribution of money rewards at the Annual Examination, and the employment of the advanced scholars to situations in the Revenue Office.

205. The following forms the studies of the first Class. They are perusing the 2d English Reader, with explanations in Hindee, they write pretty well, and are commencing Geography.

206. The study of Arithmetic which had not been taught was recommended to be introduced into the School. The erection by local subscriptions of a School-house in a convenient part of the town is in contemplation, and it may be hoped that it will have a favourable effect in increasing the popularity of the institution.

207. A subsequent report from the School exhibits a great increase to the number of scholars at the beginning of 1839, and the appointment of a zealous Master has already had a most salutary effect on the progress of this School.

AZIMGURH.

Established in 1837—*2d year.*

208. At the end of the year there were 70 scholars attending this School, of whom one is a Christian, 11 are Mahommadans, and 58 are Hindoos. This shews an increase of 29 upon the rolls of the School since last year.

The scholars are divided into six classes, each class consists on an average of 10 pupils. The first class at the end of the year read Marshman's India, Geography, Gram-

mar. and Reader No. 1. Arithmetic is now taught, and we recommended that it should be of a practical kind, embracing a system of Book-keeping.

209. We suggested the granting of quarterly tickets for regular attendance, and to bestow a prize to the student in each class, who held the greatest number of tickets at the expiration of the year, and had afforded the most satisfaction to the Master.

We were much gratified by the favourable mention which the Local Committee made in regard to the proficiency of the boys, and the industry of the Master

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GORUCKPORE.

Opened in May 1836—*3rd year.*

210. At the end of the year there were 54 scholars attending this School, of whom 5 were Christians, 27 Hindoos, and 22 Mahommadans; a number corresponding nearly with that reported last year. Seven scholars had retired from the School during the last quarter, in consequence of their parents having left the station with the Surveying Department.

211. The School consists of six classes, which gives nine as the average number of scholars in each class. We directed the attention of the Local Committee to this point, and suggested a diminution in the number, and a consequent increase in the size of the classes.

The first class consists of 7 boys, and their studies are still elementary. They were engaged at the end of the year in reading Marshman's History of India; the English

Reader No. 4, English Grammar, Arithmetic, Geography, and Exercises in Composition. They are likewise perusing an Urdu Treatise on Astronomy, and the Hindustanee Reader No. 3.

212. We had pleasure at stating our satisfaction at the number of Members of the Local Committee, who were present at the examination of the School under their charge: and expressed a desire that they continue to take every opportunity of openly manifesting the interest they take in the institution over which they preside, and of promoting the views of the deserving scholars after they leave School.

DIVISION IV.

DELHEE, OR NORTH-WESTERN PROVINCES.

213. The causes which have been enumerated under the head of the Allahabad division, as preventing the success of the Schools, have operated still more strongly in this province; particularly as they are situated so remote from the influence of European civilization.

The encouragement given the students to acquire a more practical education, with the more generally received conviction, that such learning is most conducive to happiness, power, and honor, are beginning to act powerfully in diminishing their previous prejudices, and in increasing the desire of the inhabitants to acquire a knowledge of the English language, and of European Science.

AGRA COLLEGE.

Established in October 1823—*6th year.*

214. The number of students attending the College at the commencement of 1838 was 339, and at the end of the year 277; thus shewing a diminution of 62 students. We did not however view this with any degree of discouragement, towards the future success of the College; as this falling off is accounted for by the distress from famine, which had prevailed in these provinces during the last two years.

The absence of the Principal, and the changes, and ill health of the Masters, had also an unfavourable effect upon the prosperity of this College; and as it is intended to place it on a more efficient footing, we expect that the improvement will be more marked in another year.

215. The three departments of this College are attended by the following students:

English Department	141	Study Arabic, ...	19
		„ Hindee....	14
Arabic and Hindee ditto...	107	„ English,	19
		„ Hindee,...	6
Sanscrit and Hindee ditto.	107	„ English,	14
		„ Arabic, ...	6
	355	less	78

which gives 277 as the actual number of students attending the College at the end of the year.

216. The discontinuance of the Persian Classes has not acted unfavourably on the number attending the College. Scarcely one has left in consequence. The students having joined the other departments, and the change seems

to have acted favourably on the other studies pursued in the College; particularly on the Arabic, and Sanscrit Classes. The state of feeling of the inhabitants, will however regulate our future proceedings, with regard to the study of Persian in this College.

217. The English students consisted, at the end of the year, of 14 Christians, 16 Mahommadans, and 111 Hindoos.

These 141 students formed four classes of the senior, and six of the junior department.

The senior class was engaged in reading Blair's Belles Lettres, Pope's Essay on Man, Paley's Moral Philosophy, Geometry, Algebra, Trigonometry, Optics, Physical Geography, and Composition. This exhibits a slight advance in the studies of this class during the year which is explained by the recession of old, and the accession of new scholars; the former having been compelled to leave their studies, in search of employment, after arriving at a certain knowledge of the English language. The granting an allowance to the meritorious students, will remedy this serious obstacle to the attainment of our object.

218. Two creditable English Essays and two Translations from the Hindee language into English, and from the English into Hindee, were sent with the examination papers. These students have been encouraged by the liberality of Mr. Fraser, as well as by the College prizes awarded to them. Some neatly drawn Maps, and specimens of hand-writing were also sent; the best performances received pecuniary rewards.

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219. There is an accession of 18 during the year in the Arabic department, and the studies of the senior class

were more advanced than last year. A large proportion of the scholars are however still engaged in Elementary studies. The Sanscrit Class has increased during the year; but their studies are still elementary.

220. The Hindee department consists of 107 boys, and besides the usual studies, we had much pleasure in noticing the introduction of Geography and Arithmetic on European principles, which will render these studies more instructive and interesting to the students.

DELHEE COLLEGE.

Commenced in 1792—47*th year.*

221. At the examination of this College at the end of the year, there was a diminution of 23 students in consequence of the discontinuance of the subsistence money, as exhibited in the following schedule.

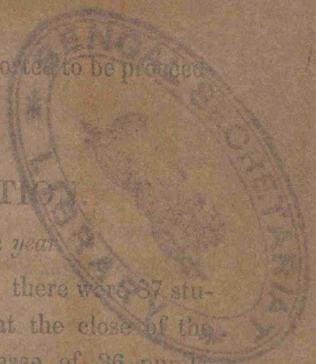
Year.	*Arabic.*	*Persian.*	*Sanscrit.*	*Total.*
1837	35	56	32	123
1838	33	37	30	100

In point of attainments the tabular statements, which accompanied the annual report, of the collated periods exhibited a favourable result; with respect to the quantity read, and also to the manner in which it was taught, and learned.

222. There was a numerous assembly of Native gentlemen present at the annual examination, and they were much gratified with the acquirements which the students manifested on the occasion.

The specimens of Arabic Translations and Persian Compositions of the senior Class, which were forwarded, appeared to us creditable.

223. The Sanscrit Class is also reported to be proceeding in a satisfactory manner.



DELHEE INSTITUTION.

Established in 1828—11*th year*.

224. At the commencement of 1838 there were 87 students attached to this Institution; and at the close of the year there were 123, shewing an increase of 36 pupils. This increase in the number of students, the larger attendance at the annual examination than usual, and the greater literary advancement of the students, prove that the higher instruction which the Delhee Institution affords, is beginning to be appreciated; and the advantages which an English education holds out will we hope, induce the residents to send their children at an earlier age, and allow them to continue their studies for a longer period than at present.

225. At the beginning of 1839 the Senior Class was engaged in perusing Milton's Paradise Lost, and the Poetical Reader, and we recommended Robertson's Histories, as being well adapted for such students.

The proficiency which this class exhibited in Mathematical knowledge in its various branches, and the ability shewn by the students in giving prompt and appropriate explanations of selected difficult passages from Milton, were admitted by those who presided at the annual examination to be sufficient evidence of the successful study of science and literature during the year.

the lower section of the class remains somewhat defective, and in Arithmetic has not advanced beyond proportion.

FURRUCKABAD SCHOOL.

FUTTEHGHUR.*

Established in August 1836—*3rd year.*

232. In our last Annual Report we had to notice some deviation from the plan pursued in our Schools, and the necessity of changing the studies then pursued at this School. The result has been very satisfactory. During the 1st quarter the Local Committee stated that "in every particular the improvement of the School, and the advancement of the scholars have been conspicuous."

There were 55 scholars attending the School at the end of 1837; and at the end of the present year the number had increased to 80 pupils, of whom 23 are Christians, 22 Mussulmans, and 35 Hindoos. This increase in the number of scholars affords a satisfactory proof of the increasing popularity of the School.

233. These scholars are divided into five classes, of which the first class is now perusing History, Grammar, Geography, Geometry, Algebra, Astronomy, Natural History, and Political Economy. This shews an advance in the studies of the scholars, since the last annual examination. We recommended, however, a reduction in the number of subjects of studies, in the first class; as also that the second class be increased in the number of pupils

* This School has been removed to Futtehghur, three miles distant from the former situation.

to 20 or 30, as much as circumstances would permit; in order to create emulation among the boys by the position they stand in the class.

234. In order to accustom the scholars to speak the English language with fluency, and at the same time to introduce a pleasing method of conveying useful information, we recommended instruction in "Lessons on Objects," in one or more of the classes. We also proposed that lessons should be given in mental, as well as in practical Arithmetic, and Translation and Composition continued.

AJMEER.

Established in 1836—*3rd year.*

235. The improvement in this School during the year has not realized our expectations. The death of one Master, and the unfortunate disputes that occurred between his successor and the Secretary, was the cause of this disappointment. No annual examination took place. The progress made during the year was very small, the attendance of the boys irregular, and the plan pursued defective. So unfavourable was the state of the School found on another Master taking charge, and a new President being appointed, that it became a question with us, in consequence of the state of our funds at that time, and the little success that had attended the School, whether or not it should be continued.

236. At the end of 1837 there were 48 attending the English, 52 the Urdu, and 41 the Hindee Classes; and at the end of 1838 there were 137 pupils attending the School, of whom 94 were Hindoos, 38 Mahommadans, and 5 Christians.

These scholars were divided into 5 classes, of which the first class was still engaged in reading Marshman's Brief Survey of History.

237. Since the School has been put under better management, an increase in the number of scholars, a more regular attendance, and a more rapid progress in their studies has been the consequence.

238. In the last return the Secretary to the Local Committee points out "the desirableness of continuing an institution which promises, under proper management, to work out the end for which it was established." This request we have complied with; since which we have had favourable reports of the state of this School.

We have the honor to be, My Lord,

Your Lordship's most obedient Servants,

(Signed) E. Ryan.
W. W. Bird.
H. T. Prinsep.
A. Amos.
C. H. Cameron.
F. Millet.
G. A. Bushby.
F. J. Halliday.
J. R. Colvin.
J. C. C. Sutherland.
J. Grant.
R. J. H. Birch.
Tahour Jung.
Dwarkanauth Tagore.
Russomoy Dutt.
T. A. Wise.

(Sd.) T. A. WISE,
Secretary.

Fort William,
The 25th May, 1840.

APPENDIX.

RULES

FOR THE

COLLEGE OF MOHAMMUD MOHSIN.

The College of Mohammud Mohsin is supported by the surplus funds, invested in Government Securities, which have been derived from the trust property of the late Hajee Mohammud Mohsin, under the fostering care of Government. This money has been given over to the General Committee of Public Instruction to be employed in imparting knowledge, in every branch of useful science, to all classes of the population willing to conform to the established rules and discipline of the College.

The institution comprises two departments, an English and an Oriental; and the scholars are subdivided into Senior and Junior classes.

SCHOLARS.

ENGLISH DEPARTMENT.

2. Candidates are to apply to the Head Masters, or the Principal, who, after the necessary examination, will admit them to the College at specific periods, or as the state of the classes will admit. The pupil's name is then to be inserted upon the books of the College by the Principal.

3. All boys are admissible to the privileges of the College of Mohammud Mohsin, [provided the maximum number of free scholars are not in the school] when under the age of 10 years for the Lower or Branch Schools, or 13 for the Upper School; unless affected with some disease or blemish, which may be objected to by the scholars in general. Such cases are to be decided by the Principal.

4. The students are divided into two classes. 1st. Those whose parents can afford to pay for the education of their sons, and who are expected to pay a monthly sum, varying from 8 annas to 5 rupees per month, according to their means, and the age of the pupil.

2d. The second class of pupils consists of those whose circumstances will not admit of their paying any thing for their education. Upon the Principal being satisfied respecting this point, they are to be admitted to all the privileges of the College, on giving security for the school-books they receive. This security may either be that of a respectable resident in the neighbourhood, or a deposit of money.

The subscribers to the erection of the Branch School-house, Hooghly, will have the privilege of sending scholars to that school, without payment, when vacancies occur.

DUTIES OF TEACHERS.

5. The Principal has the general charge of the College and Branch Schools, and is responsible to the General Committee of Public Instruction for the maintenance of order and regularity, and the successful prosecution of the studies of the classes. He exercises a controlling authority over all the

under teachers in both departments, and from time to time ascertains, by examination, the progress made by the scholars.

6. The head Teachers and Mouluvies are to submit indents for books, &c. to the Principal, who will forward the application to the Sub-Committee in Calcutta.

7. They are to keep a daily register of the attendance of Teachers, who will keep a similar register of the attendance of the students under them, to be submitted monthly to the Principal.

They must also furnish quarterly reports of the progress of the classes under their charge; and a report of the admission, and withdrawal of scholars.

8. The head Teachers and Mouluvies are to report to the Principal any irregularity in the conduct of Teachers, and forward to him any appeal or explanation offered by them to the Sub-Committee.

9. The servants of the two Schools are subject to the authority of the head Masters and Mouluvies, who will report any instance of misconduct or insubordination to the Principal.

10. The head Masters and Mouluvies are to receive applications for leave of absence from the under Mouluvies and Masters, and to submit them to the Principal, who has the power of granting leave for a period not exceeding seven days. For any period beyond this, the application for leave of absence must be forwarded by the Principal, for the sanction of the Sub-Committee: Such leave is always to be recorded in a book, kept for that purpose.

11. The under Masters are to conduct the duties and are responsible for the conduct and progress of their

respective classes, according to the directions of the Principal or head Masters, furnishing to the former such reports as he may require.

12. The Teachers are enjoined to examine the state of the school-books in their respective classes, and to communicate the same monthly to the Superintendents of the Schools. They will also keep a register of the books, which, in case of loss or unnecessary injury, must be paid for by the scholars. The Superintendents are to report to the Principal every six months, at a conference of the Teachers held for that purpose, the state of the school-books, and any changes that may be required in the classes.

13. The Teachers are particularly enjoined to abstain from any communications on the subject of religion with the boys, and not to suffer any practices inconsistent with notions of propriety, such as eating and drinking at School or in the class-rooms. Any deviation from this injunction will be reported by the head Master to the Principal immediately, and should it appear that the Teacher is at all culpable, he will be reported to the Sub-Committee.

STUDIES AND DISCIPLINE.

ENGLISH AND VERNACULAR DEPARTMENTS.

14. In the Lower and Branch Schools, the scholars are to be instructed—first in the rudiments of the English and Bengalee languages—including Grammar, Reading, Arithmetic, Writing and Elements of Geography; also, in translating from Bengalee into English, and the reverse.

15. In order to ensure a good foundation in the Lower Schools, proficiency in the following studies must be

acquired; to be tested by examination, before the scholar is to be considered eligible for promotion to the Upper School.

I. The boy must be able to explain with accuracy the contents of any of the school-books used in the Lower School, and to read with fluency and correctness.

II. In Grammar he must be able to parse a simple sentence, know the rules of Syntax, and correct false Grammar.

III. He must understand the definitions in Geography; the general form of the earth, and the Geography of the four quarters of the globe, their divisions into countries, the names of their capitals, and their principal rivers and mountains. He must write a good hand, and be able to translate simple sentences to and from Bengalee grammatically.

IV. In Arithmetic he must know the four simple and compound Rules, with those of reduction and proportion.

V. In Bengalee he must know the Grammar, be able to read common books, to write a good hand, and to know the simple Rules of Arithmetic.

16. In the Upper School, to the study and use of the English and Bengalee languages, are added History and Belles Lettres, Physical Geography, Practical Arithmetic and Algebra, Mathematics, and the Elements of Natural Philosophy. The first and second classes are to attend Lectures on Political Economy, Principles of Law, Ethical Science, &c., with the higher branches of Mathematics, including Mensuration, Navigation, Astronomy, Chemistry, &c.

Such of the students of the first and second classes as desire it, may receive instruction in Drawing.

ORIENTAL DEPARTMENT.

17. This department is divided into junior, and senior classes.

In the junior classes of the College and Branch Schools, the scholars are instructed in the Persian language, including Grammar, Reading, Arithmetic, and Writing, and in the rudiments of the Arabic language.

18. To ensure a certain proficiency in the junior classes of this department, the student is required to submit to an examination, and must be found proficient in the following studies, before he is promoted to the Upper School, or Madrassa.

I. He must read Persian with fluency, and explain, with accuracy, any portion of Akhlaq Mohsenee.

II. He must know the principles of Grammar, with the parts of speech of any common word: and translate from Hindee or Bengalee into Persian.

III. He must know Arithmetic, as far as the Simple Rule of Three.

19. When promoted to the senior classes, the study of the Persian and Arabic languages will comprise that of History and Belles Lettres, and of the Arabic Sciences. These studies are to be conducted by the Masters of the

classes at such hours, and in such manner, as may be found most convenient, assimilating the course of study as much as possible to that followed in the English classes.

GENERAL.

20. The College is open every day at half-past 9 and closes at half-past 4 o'clock.

An hour is allowed between 12 and 1 to the English, and 1 to 2 o'clock P. M. to the Oriental Department, for refreshment.

21. Four days of absence are not to be exceeded in one month, unless in those cases in which a written order is given by the Principal.

Such boys as are absent without leave for four days from the College, or do not regularly attend the classes and neglect their study without a proper reason, will be reported to the Principal, and are liable to be struck out of the list of the College.

22. Pupils are liable to expulsion, or other punishment, as tasks, &c. by the Principal, for general or particular misconduct.

23. Boys are permitted to carry home their books, for which, if lost or spoilt, their parents or guardians must pay. Such books as may have any tendency to injure the morals of the pupils cannot be allowed to be introduced, taught, or read in the College.

24. The boys in the English department are to speak English, as much as possible, during their attendance in School.

25. No boy can leave School before the hour at which it closes for the day, except with the written permission of the Principal, or under urgent circumstances, to be judged of by the head Masters.

26. Corporal punishment is not permitted on any account whatever. When admonitions, degradation in the class, and tasks, fail of the desired effect, the pupil is to be reported to the Head Master and Principal. Should a boy be found thus incorrigible, he is to be expelled, and his name is to be struck out of the books of the College. Such cases are always to be recorded.

26. The Holidays allowed are the following :

CHRISTIAN HOLIDAYS.

Christmas,	1 day.
New Year's Day,	,,
Good Friday,	,,
Sundays,	,,

MAHOMMADAN HOLIDAYS.

	Sheaa.	*Sunee.*
Ramzan,	30	30
Eedoulfeter,	3	3
Eedozuha,	3	5
Eedghodir,	1	0
Mohurrum,	15	10
Bisoe Sufar,	1	0
Akheri Charsumba,	0	1
Baraofat,	0	1
17 Robi-ul Awol,	1	0

	Sheaa.	*Sunee.*
13 Rajab,	1	0
3d Sabun,	1	0
Subrat,	1	2

HINDOO HOLIDAYS.

Neel and Charack,	3	days.
Jamoi Susty,	2	„
Dosoharra,	1	„
Chanjattra,	1	„
Ruth Jattra,	1	„
Ooltah Ruth,	1	„
Jhulan Jattra,	3	„
Junma Austomi,	2	„
Mohalaia,	1	„
Durga Pujah,	12	„
Shama Pujah,	2	„
Bhratiai Dittya,	1	„
Jugudhattri Pujah,	2	„
Kartik Pujah,	2	„
Ras Jattra,	1	„
Powshy Sungkranti,	3	„
Sarrasswati Pujah,	3	„
Sibbo Rattri,	2	„
Doll Jattra,	3	„
Baruni,	1	„
Sereram Novomi,	1	„

A half-holiday is allowed on Friday.

No holidays or half-holidays are allowed except the above, without a written order from the Principal.

LECTURERS AND THEIR DUTIES.

27. The Lecturers, appointed by the Sub-Committee of the College, are under the direction of the Principal. The general nature of the duties which the Lecturers are to perform will be defined by the General Committee of Public Instruction; but all matters of detail will be regulated by the Sub-Committee and Principal.

28. The Lecturers will be required to give such previous notice of the topics of their respective Lectures, as may enable the pupils to come prepared to comprehend, and profit by the ensuing Lecture.

29. The Lecturers from time to time are to prepare a syllabus of their Lectures, which they will submit to the General Committee of Public Instruction for their approval, previous to its being sent to the Press.

30. The choice of class books and books of reference will be left to the selection of the Lecturers, and they will submit a list of such books as they require for the sanction of the Sub-Committee and Principal. They will be careful to avoid any reference whatever to religion in giving their Lectures.

31. The fixed hours of Lectures are not to be changed by the Lecturers, but if any variation be necessary, it will be settled by the Principal.

32. The Principal will bring to the Sub-Committee's notice instances of neglect on the part of Lecturers, and other matters requiring amendment.

33. The Lecturers from time to time, and at the end of every quarter, are to give written questions to their respec-

tive students, on the subject they have lectured on, and demand from them answers. The same, after their correction by the Lecturer, are to be filed.

They will in like manner give themes upon which the students will be required to write essays; which also, after correction by the Lecturer, are to be filed.

34. They will submit an indent of the articles they require to the Principal for his approval, who will cause them to be furnished to them.

35. They will submit to the Principal a monthly report of progress, specifying the conduct and attendance of the boys, together with the subject on which they delivered their Lecture; the same to be laid quarterly before the General Committee of Public Instruction.

36. Lecturers and Teachers are prohibited from giving private instructions to scholars not belonging to the School, or from encouraging the attendance of pupils at private Lectures.

MANAGEMENT.

37. The Principal has the general charge of the College and Branch Schools, under the direction of the Sub-Committee of the General Committee of Public Instruction in Calcutta. The Principal may have the assistance of the visitors, and the conference of Teachers, to assist him in difficult cases, before they are forwarded for the orders of the Sub-Committee.

38. The Principal will regulate the School discipline and course of instruction, remedy defects, suggest correc-

tions and improvements, and report on the qualifications of Teachers to the Sub-Committee.

SERVANTS.

39. No presents shall be demanded of any of the pupils of the College by any of the servants, on any pretence whatever. Any servant violating the preceding order shall be dismissed from his situation.

40. Any servants of the establishment extorting money from the sellers of sweetmeats, fruits, &c. shall be forthwith discharged.

41. A separate place is to be appropriated for the meals of the Teachers, who are prohibited from eating in the School-rooms.

SALARIES AND COLLECTIONS.

42. The account of receipts and disbursements shall be kept by the Principal, with the aid of such establishment as may be allowed by the Committee from time to time.

43. The fees of the pupils, and their deposits of money, are to be inserted in the monthly bills, and due credit given for the same.

EXAMINATION AND PRIZES.

44. Periodical inspections of the classes are to be made by the Principal or Professor, and the Head Masters and Mouluvies of each department; who are also to examine

carefully all the classes of the College every six months, when the necessary changes in the classes are to be made. This must not be done at any other period, without the special orders of the Principal.

45. The Annual Public Examination is to be held at the College by gentlemen appointed by the General Committee of Public Instruction, and commence on the 1st December. Prizes are awarded to the meritorious students in the different branches of Science.

46. These prizes are to consist of Scholarships, Medals, Books, and money. The proportion of each will be fixed on by the Sub-Committee, and the prizes will be distributed at the public exhibition.

47. The authorized certificates of proficiency and good conduct are granted by the Principal to deserving students of the two senior classes of both departments, on leaving College after the annual examination.

48. These honorary and pecuniary rewards are only open to the competition of students whose age does not exceed 20 years.

LIBRARY RULES.

49. The establishment of a well selected Library in the College of Mohammud Moshin is intended for the benefit of those persons belonging to the College, or any others in the neighbourhood, capable of making an advantageous use of it; and by thus interesting the inhabitants of the vicinity in its prosperity, it is expected that the Library will be increased, from time to time, by private contributions.

50. The Library will be open for reference or reading from 9 till 4 o'Clock every day, Sundays excepted.

51. Books may be taken home by subscribers or those connected with the College upon application to the Librarian between the hours of 9 and 10 in the morning; on the following conditions:

I. No more than one volume to be issued at the same time to the same individual. That volume must be returned before a second is delivered.

II. A duodecimo volume must not be kept longer than a week; an octavo than a fortnight; a quarto than a month.

III. A Register will be kept of the books lent out, in which the person taking any book must sign a receipt, which will be cancelled on his returning the volume.

IV. A person losing or damaging a volume must pay its value, or replace it with a similar book; and when it belongs to a set, he must, if he cannot replace the volume within a reasonable period (three months at most,) receive the other volumes, and pay the value of the set.

V. Persons not connected with the College must pay from four annas to one rupee per month according to their circumstances in order to become subscribers to the Library agreeably to the above rules.

VI. It may possibly happen that a book taken out of the Library may be required for some particular purpose, within the time allowed for its retention. In that case, on the Librarian's applying for it, it must be returned.

VII. Any volumes, required for the temporary use of any of the classes may be lent, upon the Teachers being severally responsible for the departments under their personal superintendance.

VIII. The time during which such volumes are lent will be regulated by circumstances.

IX. Books borrowed by one person must never be transferred by him to another, but must be invariably returned to the Library, when no longer wanted, or when the time for which they are lent expires.

X. In order to afford every encouragement to those desirous of consulting books, maps, &c. the Library will be open on Mondays, Wednesdays and Fridays from 7 to 9 P. M. Only subscribers, or those students recommended by their respective Masters for such an indulgence, are to be admitted into the Library in the Evening.

52. Any person violating any of the above regulations, will be prevented having access to the Library, or subject to such penalties as may be considered expedient.

53. To assist the Librarian, one or more assistants will be selected, as required, from the most deserving students, on a salary of 10 rupees a month each.

No. 2.

LIST of Schools to which the Committee have declined aid since the Government Order in March, 1835.

No.	Names of Places.	Description of Schools.	Aid required.
1	Calcutta, ...	Native School; with a Prospectus of a projected.....	Not stated.
2	Dacca, ...	Anglo-Vernacular — Boys and Girls. ...	These Schools had been supported by the Baptist Mission Society, and by private subscriptions; 200 Rs. a month.
3	Assam, ...	Village	200 Rupees a month.
4	Futtehpore, ...	English.	No money in hand: a monthly sum.
5	Sehore, ...	Anglo-Vernacular. ...	No money in hand; a yearly sum of Rupees 975.
6	Boloram, Deccan, ..	Private.....	Money and Books.
7	Calcutta, ...	Infant Schools at each of the Committee's Schools.	Not stated.
8	Choobassa in Kissenpore,	Stipendiary, projected.	Not stated.
9	Coomercolly,	English and Vernacular.	Not stated.
10	Boranagore,	English and Vernacular; projected. ...	Not stated.
11	Bahala on the Diamond Harbour Road; 5 miles from Calcutta,...	Ditto ditto; 50 Rupees subscription a month.	50 Rupees a month.
12	Tribany near Hooghly,...	English and Vernacular.	Expence from Hooghly College Fund.*
13	Jungypore, ...	Ditto ditto.	Monthly Salary for Master.
14	Balasore and Cuttack, ...	Ditto ditto; 53 Rupees a month from subscriptions.....	120 Rupees for Salary of Master; 1000 Rs. for School House; 100 Rupees yearly, for repairs to ditto.

* Since taken probationally under our charge.

No	Names of Places	Description of Schools			Aid required.
15	Bhobanipore, ...	English & Vernacular, 140 Rupees by subscriptions... ..... Rs per month by ditto			Not stated
6	Burrisaul, ...	English, Persian and Bengalee, in hand 8429-3, in 6 per cent. which yields, ...	42	0	68 Rupees a month.
		Monthly Subscriptions,.....	110	0	
		Required, ...	68	0	
		Total expense,	220		
17	Bancoorah,	English and Vernacular, Donation,	1384	0	English Master's Salary, Books, &c.
		Monthly Subscriptions,.....	85	12	
18	Jaunpore, ...	English and Vernacular, capital 10,000, Monthly,	66	0	150 Rupees Master's Salary.
		Monthly Subscriptions.	44	0	
			110	0	
19	Amelhara (near Seetapore,) ...	English & Vernacular 10 Rs. Monthly Subscription.			Salary English Master &c
20	Omptah,.....	English & Vernacular Donation 201			Master's Salary, Books, &c
21	Nudea, ...	English & Vernacular,			Master's Salary, &c.

* Proposed to be taken probationally.

No. 3.

No.

To

The Secretary to the Local Committee

of

SIR,

Circular. The desire of the General Committee of Public Instruction to diminish your labour as much as they consistently can, has induced them to make the following changes in their Circular of the 20th February 1836, and the Committee hope it will enable you to transmit the prescribed Returns more regularly than is done at present.

2nd. The Quarterly Return is to consist of the form marked (A) properly filled up. This is to be done after the quarterly inspection of the School by the Superintendent or Head Masters. These Quarterly Returns are to be made as soon after the expiration of each quarter as possible: beginning on the 1st of January, the 1st of April, the 1st of July, and the 1st of October.

3rd. The private half yearly examinations by the heads of the Schools and Colleges are to take place as soon after the 1st of January, and the 1st July as possible. This report will consist—

a of the Quarterly Return A, with the list of School Books B, properly filled up.

b of a Letter from the Head Master relating any circumstance that may have occurred during the previous six months affecting the state and the progress of the classes, and offering suggestions for their improvement.

c of a separate Letter from the Secretary to the Local Committee containing the comments of the Local Committee on the above documents, and offering any recommendations which they may think proper.

4th. The Annual Return of the School is to consist of the form (C), with the Annual Examination Return (D), properly filled up. It is intended that this should contain a statement of the result of the Examination held at the end of each year, and of the manner in which the prizes were awarded: with separate letters from the Head Master, and the Secretary to the Local Committee commenting on the result of the examination, and the proceedings of the past year, and suggesting improvements.

I am,

Sir,

Your obedient Servant,

T. A. WISE,

Secretary, G. C. P. I.

FORT WILLIAM,
The 30th Sept. 1839.

It is requested that all the Returns be written on foolscap paper.

A.

Quarterly Abstract.

	Departments.	Sects.	Remaining at the end of the preceding Quarter.	Admitted during the Quarter.	Total.	Left during the Quarter.	Remaining.	Grand Total
College, or School,	English and Vernacular Department,	Christians,	10	5	15	1	14	640
		Mohammedans,	4	2	6	0	6	
		Hindoos,	600	100	700	80	620	
	Sanscrit,	C.	4	2	6	1	5	55
		M.	0	0	0	0	0	
		H.	50	10	60	10	50	
	Mohammedan ditto,	C.						
		M.						
		H.						
Branch School,	English and Vernacular Department,	C.						
		M.						
		H.						

General Abstract.

	Christians.	Mohammedans.	Hindoos.
Remaining at the end of the preceding Quarter, ...			
Admitted during the Quarter, ...			
Total			
Left the School during the Quarter,.....			
Remaining.			

B.

Abstract List of English and Oriental School Books, Slates, &c. belonging to the this January.

Names of Books, &c.	On hand since last Statement.	Since received.	Total.	In Store.	In use in	Branch School.	Torn.	Lost.	Grand Total.	Remarks.
English, ...										
English Reader, ...										
Oriental, ...										

C.

Annual Return of the Scholars of the *from* *to*

Number.	Name.	Date of Admission.	Age.	Religion.	Place of Residence.	Attendance.				Proficiency and general conduct.	Progress made during the year by each Class in each branch of study.
						No. of days Present.	Ditto Absent	Sundays and Holidays.			
1st Class,	Kishen Chunder Sein, Rumsunker Sein,	January, April, July, October,	12	Hindoo,	Dacca,	254	0	52	59	Considerable and good.	

Abstract.

	Christians	Mahommedans.	Hindoos.
Remaining at the end of the preceding year, ...			
Admitted during the year, ...			
Left the School during the year, ...			
Remaining, ...			

D

Return of the Annual Examination of the *held on the*

English Reading.	English Composition	History	Geography.	Arithmetic.	Mathematics	Remarks
			1st Class,			
			2d Class,			

N. B. Each column should contain a list of the Scholars of each Class arranged according to their Merit; and there are to be as many columns as subjects of study, and an extra column for Remarks.

No. 4.

No.

To

The Secretary to the Local Committee

of

Sir,

Circular. I am directed by the General Committee of Public Instruction to forward to you the enclosed Certificates, which you are requested to have signed by the Members of the Local Committee, &c. and delivered to such of the Scholars as may be considered deserving of them after a careful examination, to be held each year in presence of the Members of the Local Committee.

2nd. The object of this measure is to afford a stimulus to exertion, and every facility to the Scholars, attending the Government School, obtaining employment; by possessing the guarantee of Gentlemen of rank and character, for the manner in which the person has conducted himself at School, as obtained from the records of the School, and of a certain degree of acquirements, tested by examination.

3rd. The General Committee relies with confidence upon the Local Committee carrying these measures into effect. so as to hold out to the Scholars an honorable object of ambition easy of acquisition, and most important

FORM OF THE JUNIOR CERTIFICATES.

These are to Certify that ———— aged ———— years, the son of ———— inhabitant of Zillah———— has attended ———— School for———— years, during which time he has afforded ———— satisfaction to his Teachers by his ———— regularity———— temper and ———— intelligence; and has received prizes for his knowledge in the following branches of study:————

English reading and explanation. ————

Composition.————

Arithmetic. ————

His Character. ————

———— — ————having been examined by us Members of the Local Committee we find that he————

1st.—Reads and explains an easy English Book with ———— facility and correctness. ————

2d.—Translates from English into the Vernacular, and from the Vernacular into English with ———— neatness and with———— errors. ————

3d.—Knows ————

The Simple and Compound Rules of Arithmetic, with the usual forms of————Writing, Accounts, Bills of Exchange, &c.

4th.—Knows

The leading facts of History, and has a correct idea of Geography.

} Teachers. { Members of the Local Committee, Secretary, and Examiners.

No. 5.

LIST OF

BENGALEE PRINTED BOOKS

TO THE YEAR 1839.

A.

BENGALLEE PRINTED BOOKS,

Serampore Press.

		Price.
	Elements of Chemistry; translated by the Revd. Mr. Mack, in English and Bengallee, pages 337, 8vo.	3 0 0
	Letter Writer and Chanakyas Verses, with Bengalee version, in one vol. 12mo. pages 88, ...	1 0 0
	Will not answer for a Class Book.	
3.	*Kubita Ratnakar*, a collection of Sanscrit Proverbs in popular use, translated into Bengalee and English, 8vo. pages 166,	3 0 0
	Will not answer for a Class Book.	
4.	*Probodha Chandrica*,—this is a Compilation from the Sanscrit, by Mritanjoy Pundit, of the College of Fort William, with some original matter. The style is polished and various. but requires here and there correction. 8vo. pages 395:	2 0 0
	Selections might be made for the senior classes.	

		Price.
5.	*Moonsiff's Guide Book*, pages 376, 8vo., ...	10 0 0
6.	*Vydia Hurovalli*, a work on Anatomy and Astrology, translated by Mr. Carey, 8vo. pages 638, bound, ...	6 0 0
7.	*Mohabharut*, in 2 vols. 18 Purvas, translated into Bengalee Verse: Exploit of the Rajah Yudhister, &c. 8vo. pages 945, a neat edition, boards, ...	10 0
	It is not suited for our Schools,—its style and composition is not good.	
8.	*Pilgrim's Progress*, translated by Carey into Bengalee, pages 477, 8vo. 2 vols.,.....	2 0 0
9.	*Ramayan*. 7 Kandas, 2 vols. Exploits of Rama, 12mo. page 349, a neat edition,	8 0 0
	Style and composition defective.	
10.	*Anecdotes* of Virtue and Valour, translated from the English, 12mo. pages 232, ...	1 8
11.	*Revenue Guide* Book, 8vo. pages 1002, 2 vols.,	20 0
12.	*Buttis Singha Shun*, 8vo. pages 344, a foolish Fiction,.....	2 0
13.	*Raja Vullee*, a description of the Kings who reigned in India, 8vo. pages 166, written by Mritanjoy Pundit: incorrect, fictitious, ...	2 0
14.	*Hitopodesh*, 8vo. pages 146, Moral Tales.	2 0 0
15.	*History* of *Raja Khrishna Chundro Roy*, a former Raja of Nudea, 12mo. pages 58, ...	0 8 0
	Not suited for our Schools.	
16.	*Æsop's Fables*, in English and Bengalee, on parallel lines, stitched, pages 36,.....	0 8 0
17.	*Map of India*, neatly executed: but rather on a contracted scale, ...	8 0 0

B.

BENGALEE PRINTED BOOKS.

School-Book Society.

Picture Alphabet, folio, single sheet, Bengalee.

Primer has a picture Alphabet; 12mo. pages 18, stitched, numerical figures, symbols, and the usual tables of symbolical notation applicable to integers and fractions in particular cases, ... 0 1 0

Verna Mala, 2 parts. These pamphlets begin with letters, and end with easy stories—all however European. Lady Jane Grey, Scipio, &c are not suited for Village Schools, pages 33,..... 0 5 0

Alphabet and *Syllables* on cards, Bengalee first Spelling Book. These are useful tables beginning with the Alphabet, and ending with easy lessons,..... 0 1 6

A new Edition of these four last books have been compiled for the use of the Pautshalla.

Stewart's 10 *Fables*. These useful tables begin with the Alphabet, and end with words in 3 Syllables; useful as copies, being in large type, pages 24, 12mo.... 0 8 0

6. *Keith's Grammar*, pages 62. 12mo. Elements of Grammar in question and answer. Is not sufficiently copious,..... 0 5 0

7. *Rammohun Roy's Bengalee Grammar*, a more copious Grammar, and better executed than the last, pages 30. 8vo. 0 8 0

Is too difficult—a new Edition is preparing by the Author's Son for the use of the Pautshalla.

8. *Vocabulary Abidhan* by Ramchundra. This is a meagre performance, parts of speech not noted. It was printed in 1820—pages 116, 12mo. 1 0

A new Dictionary is to be compiled for the Pautshalla.

9. *Harle's Arithmetic.* This has blended the Native and European systems of Arithmetic, including the Doggrel verses which belong to the former, and the peculiar Symbolical tables applicable to Integers and Fractions in particular cases. It extends to the Rule of Three direct and inverse according to the European system, and has Native rules for calculating Areas, Solids, (in some cases,) Heaps, Interest, Tables of Weights, &c. It is an imperfect Arithmetic, but will do for the present, 8vo. stitched, pages 123, ... 0 1

10. *Digdarsan*, a miscellany, badly printed, containing various instructive articles, printed on boards, pages 337, ... 2 8

11. *History of England*, Goldsmith's, translated by F. Carey, useful as a class book, very small type, pages 412, 8vo. boards, ... 3 0

Both (10 and 11) require to be abridged and altered.

12. *History of British India*, boards, Marshman's, 2 vols; a very useful book, pages 765, 8vo. 8 0 0

13. *Patras Koumadi.* (Pearson's) Forms of letters and deeds, very useful for Village Schools, pages 84, 8vo. 0 6 0

14. *Account* of the *Lion*, 8vo. pages 18, ... 0 2 0

15. *Leason's Paswavali.* Animal Biography in parts, amusing for Elementary Classes, 6 Nos. at 2 Annas, ... 0 12 0

16. *Pearson's School Instruction.* Should be sent to every Village School.

17. *Defence of Native Female Instruction*, pages 45, ... 0 9 0

Will answer for our Juvenile Class.

18. *Gyanodaya*, a Native Magazine, 60 No. of 28 pages—this is a miscellany of Anecdotes, Moral and Historical, ... 0 8 0

May be introduced—as a class book; requires changes.

19. *Sketches of celebrated Characters*, in boards, 8vo. pages 258, a useful Class Book, ... 1 6 0

Breton's Cholera Morbus, (gratis).

Yates' Abridgement of Fergusson's Astronomy: a well got up work, but it has no plates, and is too advanced for village schools, 8vo boards, 157 pages, ... 1 8 0

History of *Greece*, Goldsmith's, translated by Khettermohun Mookerjee; well adapted for a Class Book, 8vo. boards, pages 396, ... 2 8 9

23. *May's Arithmetic Tables*; this is a reprint of a Native system of Arithmetic in Doggrel verse. It is impossible to imagine any thing so little adapted for the purpose, 8vo. pages 76, ... 0 6 0

24. *Map* of the *World*, ... 0 1 1

25. *Ditto in skeleton*, very coarse and too small, 0 1 1

26. *Pearce's Geography, Bhugal brittant*, 8vo. pages 100, ... 1 12 0

27. *Pearce's Geography* and *Astronomy*, 8vo., pages 153, stitched. This contains useful lectures in Geography, and European Astronomy,..... 0 13 0

28. *Smyth's Zimendaree Accounts*, 3 parts, pages 404. These are examples of Village Patwaries, and are very useful to all classes connected with Agriculture,..... 1 0 0
An English edition has been printed in London.

29. *Elements of Natural Philosophy*. This contains familiar dialogues on Natural Philosophy, 8vo. pages 91, ... 0 10 0

30. *Elements of Ancient History*: embraces Egypt, Assyria, Babylon, Medea and Persia, Greece, Rome, 8vo. boards, pages 364,..... 2 8

31. *Nithicatha* Fables, 3 parts. This is a very useful Class Book for Children, and has gone through several editions, 8vo. pages 37, ... 0 6

32. *Pleasing Tales*, 1st part, same remark, 8vo. pages 28, ... 0 2

33. *Stewart's Historical Anecdotes, or Opodesh Kotha*. This seems a useful little work, of the same sort as the Pleasing Tales. The compilation contains Moral and Historical Instruction, 8vo. pages 72, ... 0 6 0

C.

MISCELLANEOUS PRESS.

1st. *Niti or Moral.*

1. *Sisubodha.* This is a badly printed manual, in extensive use. It begins with letters, and the usual numeral tables. The rest of its contents are forms of Address, Letters, Forms for Book-keeping, Addition, Subtraction, Practice, Tables, Guru Dakhina, or description of Krishna's studies, translated from Sanscrit. Moral Verses of Chanakya, Adventures of a Votary of Krishna, Praise of Gunga, English Weights; Superficial Measure of Capacity, Coins, Measures, &c. 12mo. pages 104, 0 3 0

2. *Chanakyas Verses.* These are of a moral character, the original Sanscrit is a compilation from the Hitopades and other works, and translated into Bengalee verse. They are free from indecency, 12mo. pages 34, ... 0 1 0

Can be used in the junior schools.

3. *Gyan Chundrica*, a miscellany by Gopal Mitra, a student of Hindoo College. Moral Essays and Table we bought 300 copies for distribution, ... 2 0 0

4. *Probodha Chundrodaya Natak.* This is a translation from the original Sanscrit. It is a Moral Drama of which the subject is the vanity of human pursuits. Religious abstraction, and retirement are enjoined, 8vo. pages 181, ... 0 12 0

5. *Hitopades*, Bengalee translation, style elaborate, a very useful aid to the attainment of a facility in Bengalee composition, but it abounds in indecency, 8vo. pages 293, 0 10 0
6. *Santi Satuka*, a centenary of verses on the subjection of the passions, translated from original Sanscrit into Bengalee verse, 12mo. pages 88,..... 0 5
7. *Bharamarashtaka*, eight stanzas, translated from the Sanscrit, a Poetic Dialogue between the Lotos and the Bee, 12mo. pages, 32, ... 0 1 9
8. *Vidagha Mukha Mundala*, Sketch of an intellectual face, translated from Sanscrit verse, 8vo. pages 32, ... 0 6 0
9. *Gyana Kumadi*, Moral compilation, 8vo. pages 212, ... 0 8
10. *Bhartri Hari*, translated from Sanscrit Poems, on various subjects, 8vo. page 149, 2 0
11. *Lord Chesterfield's Advice to his Son*, translation from English, 6 parts, 8vo. pages 55, 1 0

D.

2d. *Dhurma Vishaya, or Religious.*

Dandi Parva, wars of the Gods and Demons; a Purana, translated into Bengalee verse, 8vo. pages 189,..... 0 12 0
Bhagavad Gita, an extract from Muha Bharat, translated into Bengalee verse. It contains the divine advice to Arjuna, 8vo. pages 172, ... 0 6 0

Bhagavati Gita, or the advice and exhortations of the divinity Siva to her Votary, 8vo. pages 70,	0	3	0
Kasikhanda, an extract from the Skanda Puran, in Bengalee verse, 8vo. pages 388,	0	12	9
Mahimnahstava. Praise of the God Siva. From the Puranas. The laudatory hymn of the celestial chorister Pushpur danta. or blossom tooth; 8vo. pages 616,	1	3	0
Chandi. Extract from the Markandiya Purana verses, laudatory of Durga, 8vo. p. 598,	1	4	0
Nitya Karma, or religious duties, 8vo. pages 16,	0	2	0
Adbhut Ramayona, or marvellous adventures of Rama Chundra, son of Dusarutha, King of Ajodya, 8vo. pages 182,	1	0	0
Prembhakti Chandrica, on faith, 12mo. pages 27,	0	1	0
Tirtha Kaibalya Dayaka, virtue of Pilgrimage, 12mo. pages 48,	0	2	0
Brahma Purana, translated into English verse Vidanta Vyakhyana; a Commentary on Theology,			
Guru Lila Mritra, on reverence due to the Guru, 8vo. pages 113.	0	6	0
Thousand names of Durga, extracted from the Puranas and Tantras,			
Sanyasa Khanda, chapter on Asceticism,			
Srimut Bhagavata, translated from the original Sanscrit of Vyasa, Life of Krishna,			
Kriyayogsara, the pith of rites to be performed, 8vo. pages 70.	0	10	0
Satya Narayana. Revelation of the Creator to a believer, described, 8vo. pages 20,	0	3	0
Prayer of Narottum Das, 8vo. pages 24,	0	4	0

Narada Sangbad, Dialogue of the Divinity with Narad, 12mo. pages 52, ... 0 4 0

Anand Lahari, wave of joy in praise of Bhagwan, 8vo. pages 78, ... 0 4 0

Devi Bhagabata, History of Durga, ...

Rás Panchadhyaya, five chapters on festivals extracted from the Srimud Bhagvat in Bengalee verse,.....

E.

3d. *Guna Varnana, or Poetry laudatory of Divinities and descriptive of their attributes.*

Yogudha Mangal, Praise of Kali, 8vo. pages 135, ... 0 6

Haraparvati Mangal, Praise of Hara and Parvati, names of Siva and Durga, 8vo. pages 364, ... 1 0

Radha Krishna Vilas, 8vo. pages 216, ... 0 8

Hari Hara Mangal, Royal praise of Krishna and Siva, 8vo. pages 324,..... 2 9 (

Durga Mangal, 8vo. pages 151, ... 0 12 (

Kali Vilas, 8vo. pages 146, ... 0 6 0

Lakshmi Vilas, praise of Sri Goddess of Fortune,.....

Chaitanya Mangal Chaitanya: is believed by some Bengalees to have been an incarnation of Krishna,.....

Sarada Mangal, Sarada or Saraswati, the Hindu Minerva, 8vo. pages 90, ... 0 6 0

Lakshmi Churitra, her adventures, 8vo. pages 27, ... 0 2 0

Shasti Santoshini, a tribute to Durga in her form of Shasti, or as the Protectress of children, 8vo. pages 30,.....	0	8	0
Hara Parvati Vilas, ...	1	0	0
Jugar Nath Mangal, in praise of Krishna, 8vo. pages 462,.....	4	12	0
Kali Kirtana, 8vo. pages 27,.....	1	0	0
Suka Vilas, a celebrated Saint, son of Vyas, the author of the Bharat, 8vo. pages 176,.....	0	10	0
Kali Kaivalga Dayini, with plates, Kali who gives final beatitude, contains the history of Kali, and some adventure of Krishna, 8vo. pages 494, ...	3	0	0
Pitha Mala, in praise of places of pilgrimage, 8vo. pages 13, ...	0	2	0
Chamat-kara Chandrika, the light of astonishment, in Praise of God, 8vo. pages 92,	0	6	
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No. 7.

Abstract of Cash Account of the General Committee of Public Instruction for 1838-39.

	Receipts.		Disbursements.
	Items.	Total.	
Balance of last Account,	0 0 0	4,791 14 7	
Late Cashier on account,	0 0 0	495 5 10	
Parliamentary Grant receipts for 12 months, ending 31st March 1839,	6 0 0	1,06,666 10 0	
Government Agent drawn on account, ...	0 0 0	36,000 0 0	
Allahabad School Charges for 12 months, ending 31st March 1839,.....	0 0 0	0 0 0	6,571 2 11
Ajmeer School Charges, ditto ditto and receipts. The balance on Local Subscriptions in the hands of the Secy. L. C., ...	46 7 8		
Local Subscriptions, ...	304 0 0		
Fines on Absentees, ...	4 0 0		
Books sold, ...	0 15 0		
		355 6 8	5,160 5 6
Azimghur School Charges for 12 months, ending 31st March 1839,.....	0 0 0	0 0 0	1,864 10 9
Arrah School Charges for 9 months, ending 30th November 1838, ...	0 0 0	0 0 0	902 5 4
Agra College Charges for 12 months, ending 31st March 1839, and receipts. By 20 Treasury Orders remitted by the Collector of Agra on account of village collections, ...	10,726 3 4		
Available Balance in the hands of the Principal on deposit account, ...	159 1 0		
Fines on absentees, &c.,...	158 15 1		
Schooling of Boys realized,	40 0 0		
Books sold, ...	21 4 0		
		11,105 7 5	22,851 9 3
Benares College receipts for 12 months, and Charges for ditto, ending 31st March 1839,.....	0 0 0	20,413 5 0	13,454 8 8
Carried forward,...	.....	1,79,828 1 6	50,304 10 5

	Receipts.			Disburse-ments.
	Items.		Total.	
Brought forward,...	.....		1,79,828 1 6	50,304 10 5
Benares Seminary receipts for Books sold, and Charges for 12 months, ending 31st March 1839,	0 0 0		74 4 9	6,760 1 10
Bhaugulpore Hill School receipts for 12 months, and Charges for ditto, ending ditto,.....	0 0 0		3,000 0 0	2,824 11 3
Bhaugulpore Institution Charges for 12 months, ending ditto,.....	0 0 0		0 0 0	3,705 13 0
Bareilly School ditto ditto,	0 0 0		0 0 0	3,004 0 0
Commillah School Charges for 10 months, ending 31st January 1839, ...	0 0 0		0 0 0	3,004 0 6
Chittagong School Charges for 12 months, ending 31st March 1839,.....	0 0 0		0 0 0	5,755 11 11
Calcutta Madressa receipts for 12 months, and Charges for ditto, ending ditto, ...	32,000 0 0			
Schooling of Boys realized,	15 0 0		32,015 0 0	33,187 13 1
Ditto Sanscrit College receipts for 12 months, and Charges for ditto, ending 31st March 1839,.....	0 0 0		24,660 13 0	15,142 11 6
Ditto Hindoo College Charges for 12 months, ending 31st March 1839,	0 0 0		0 0 0	29,636 0 6
Ditto Medical College Charges for 12 months, ending 31st March 1839, and receipts for ditto, ending 30th April 1839,	51,200 0 0			
Fines on absentees,.....	43 0 0		51,243 0 0	51,643 3 9
Dacca School Charges for 12 months, ending 31st March 1839, and receipts for Books sold,.....	0 0 0		94 13 5	9,045 2 3
Delhee Oriental College Charges for 14 months, and receipts from Escheat Fund for ditto, ending 31st March 1839,	3,500 0 0			
Books sold, ...	698 6 0		4,198 6 0	14,545 1 3
Delhee Institution Charges for 12 months, ending 31st March 1839,.....	0 0 0		0 0 0	8,866 3 6
Carried forward,...	.....		2,95,123 6 8	2,37,395 4 3

	Receipts.			Disbursements.
	Items.		Total.	
Brought forward,...	.....		2,95,123 6 8	2,87,395 4 1
Furruckabad School, ditto ditto, ...	0 0 0		0 0 0	3,618 7 8
Gowahattee School, ditto ditto, ...	0 0 0		0 0 0	6,163 12 7
Ghazipore School, ditto ditto, ...	0 0 0		0 0 0	2,470 15 4
Goruckpore School, for 9 months, ending ditto,...	0 0 0		0 0 0	1,716 15 8
Hasingabad School, for 12 months, ending ditto,...	0 0 0		0 0 0	1,167 0 0
Hooghly Mohamad Mohsin's College, charges for 12 months, and receipts for ditto, ending 31st March 1839,.....	78,479 12 3			
Schooling of Boys realized,	87 8 0		78,567 4 3	57,962 9 7
Ditto Branch School, receipts for 12 months, and charges for ditto, ending 31st March 1839, ...	0 0 0		3,957 1 3	4,560 11 1
Jubbulpore School, charges for 12 months, ending 31st March 1839,...	0 0 0		0 0 0	1,902 9 0
Jessore School, for ditto ditto, ...	0 0 0		0 0 0	2,462 9 11
Moorshedabad Nizamut College,.....	0 0 0		390 0 0	103 14 9
Moulmein School, charges for 11 months, ending 31st October 1838,.....	0 0 0		0 0 0	555 8 0
Meerut School, charges for 12 months, ending 31st March 1839,..... ..	0 0 0		0 0 0	6,672 6 8
Midnapore School, charges for 12 months, ending 31st March 1839, and receipts,.....				
Schooling of Boys,.....	97 0 0			
Books sold, ...	44 14 9		141 14 9	3,050 15 8
Patna School charges, for 12 months, ending 31st March 1839,.....	0 0 0		0 0 0	5,666 14 4
Pooree School, ditto ditto,	0 0 0		0 0 0	1,553 8 2
Saugor School, ditto ditto,	0 0 0		0 0 0	4,568 0 0
Boaliah School, ditto ditto,	0 0 0		0 0 0	3,761 8 8
Chaprah School charges, for 5 months, ending 31st March 1839.....	0 0 0		0 0 0	820 13 4
Dinajpore School, ditto 10 months, ending ditto,	0 0 0		0 0 0	1,414 2 2
Carried forward,...	.....		3,78,179 10 11	3,47,588 11 0

	Receipts.		Disbursements.
	Items.	Total.	
Brought forward,...	.....	3,73,179 10 11	3,47,588 11 0
Arracan Schools,.....	0 0 0	1,000 0 0	1,223 12 0
Book Depot charges for 12 months, ending 31st March 1839, and receipts for books sold,.....	0 0 0	291 14 0	643 4 0
Sundry Books and Instruments bought and subscribed, ...	0 0 0	108 0 0	5,351 11 9
Political Agent Loodhiana, for Books,.....	0 0 0	0 0 0	74 0 0
Committee's Office charges for 12 months, ending 31st March 1839, and receipts for empty boxes sold, ...	0 0 0	16 0 0	15,670 14 2
Donation of Baboo Dwarkanath Tagore's prize fund for the Medical College,.....	0 0 0	2,000 0 0	650 0 0
Mr. Muir's ditto for best Sanscrit Students, ...	0 0 0	200 0 0	50 0 0
Printing charges,.....	0 0 0	0 0 0	1,890 1 0
Balance,...	0 0 0	0 0 0	8,053 3 0
Company's Rs....		3,81,795 8 11	3,81,795 8 11

April 30, 1869.					April 30, 1869.				
	Brought forward,.....	[illegible]	[illegible]	[illegible]		Brought forward,.....	16,81,[illegible]		
						By Balance due by the General Charges,.....	1,68,324	13	0
						„ Ditto ditto Delhee College,	1,79,917	6	6
						„ Ditto ditto Bhoopal School,.....	1,027	3	8
						„ Ditto ditto Mynpooree School,.....	3,587	6	5
						„ Ditto ditto Goruckpore School,.....	6,745	6	11
						„ Ditto ditto Purchase of Books and Instruments,	64,451	15	0
						„ Ditto ditto Allahabad School,.....	46,818	7	6
						„ Ditto ditto Saugor School,	22,100	14	2
						„ Ditto ditto Cawnpore School,.....	2,403	14	2
						„ Ditto ditto Delhee Institution,.....	90,330	7	7
						„ Ditto ditto Benares Seminary,.....	66,008	11	8
						„ Ditto ditto Khedarpore and Bhawanypore School,.....	2,133	5	4
						„ Ditto ditto Sussaram Madressa,.....	1,162	10	8
						„ Ditto ditto Mirzapore School,.....	314	14	2
	Carried forward.....	25,21,364	7	5		Carried forward.....	22,89,802	15	8

April 30, 1839.					April 30, 1839.				
	Brought forward.....	25,21,364	7	5		Brought forward, ...	22,89,802	15	8
						By Balance due by the Juanpore School, ...	3,086	11	6
						„ Ditto ditto Thakurdoss Mistry.....	165	5	4
						„ Ditto ditto Lucknow School, ...	92	15	1
						„ Ditto ditto Hindoo Hospital, ...	7,316	11	0
						„ Ditto ditto Furruckabad Madressa, ...	18,874	0	5
						„ Ditto ditto Nowab of Bhaulpore, ...	153	14	1
						„ Ditto ditto Moorshedabad Native College, ...	205	8	8
						„ Ditto ditto Midnapore School,.....	5,111	0	5
						„ Ditto ditto Pooree School.	5,010	14	10
						„ Ditto ditto Raja of Rewah.	79	9	7
						„ Ditto ditto Patna School.	24,874	6	4
						„ Ditto ditto Ghazipore School, ...	9,943	15	2
						„ Ditto ditto Meerut School,	21,625	0	11
						„ Ditto ditto Dacca School,	24,345	0	4
						„ Ditto ditto Gowahatty School, ...	18,914	10	6
						„ Ditto ditto Singapore School,.....	701	12	9
	Carried forward, ...	25,21,364	7	5		Carried forward,.....	24,21,804	6	7

April 30, 1839.					April 30, 1839.				
	Brought forward,.....	25,21,364	7	5		Brought forward,.....	24,24,804	6	7
						By Balance due by the Futtypore School, ...	100	12	1
						„ Ditto ditto Kotah School,	95	3	2
						„ Ditto ditto Moulmein School,.....	1,701	10	10
						„ Ditto ditto Hasingabad School,.....	3,404	8	3
						„ Ditto ditto Jubbulpore School,.....	5,330	5	9
						„ Ditto ditto Bareilly School,.....	8,785	11	6
						„ Ditto ditto Ajmeer School,	13,219	6	11
						„ Ditto ditto Furrackabad School,.....	10,463	0	2
						„ Ditto ditto Boaliah School,	7,651	6	10
						„ Ditto ditto Chittagong School, ...	10,300	0	8
						„ Ditto ditto Subscription,...	4,497	0	0
						„ Ditto ditto Translation,...	960	0	0
						„ Ditto ditto Profit and Loss, ...	39	2	9
						„ Ditto ditto Bhagulpore Institution,.....	7,113	6	9
						„ Ditto ditto Hon'ble Court of Directors, ...	320	13	6
						„ Ditto ditto Raja of Kooch Behar,.....	139	5	8
	Carried forward,.....	25,21,364	7	5		Carried forward,.....	24,99,126	5	5

,, 1839,	Brought forward,.....	25,21,364	7	5	April 30, 1839,	Brought forward, ...	24,99,126	5	5
						By Balance due by the Azimghur School,.....	2,789	13	9
						,, Ditto ditto Arrah School,	1,502	8	4
						,, Ditto ditto Jessore School,	2,475	9	11
						,, Ditto ditto Chaprah School,	880	13	4
						,, Ditto ditto Dinajpore School, ...	1,414	2	2
						,, Ditto ditto Political Agent Loodhiana, ...	74	0	0
						,, Ditto ditto Printing, ...	1,890	1	0
						,, Ditto ditto Commillah School, ...	2,384	3	0
						,, Ditto ditto Arrakan Schools,	223	12	0
						,, Ditto ditto Cash, ...	8,653	2	6
	Company's Rupees...	25,21,364	7	5		Company's Rupees...	25,21,364	7	5

Errors Excepted,

THOS. A. WISE,

Secretary.